THE CHARACTERISTICS OF EFFECTIVE LEADERSHIP IN AN ACADEMIC CONTEXT

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The characteristics of effective leadership in an academic context:

A case study of four colleges of technology in Oman

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Keywords – Academic Leadership, Colleges' Deans, Colleges of Technology, Effective leadership, Head of Departments, Leadership, Leadership challenges, Multicultural organisations, Transactional leadership, Transformational leadership.

Abstract

Purpose – The purpose of this study is to advance the literature on leadership by investigating the Full Range Leadership Model (FRLM) Bass and Avolio (1994-1997) in the context of the Colleges of Technology (CoTs) in Oman.

Design/methodology/approach – In order to achieve the research objective and answer the research questions, a qualitative study was undertaken. The data was obtained by two methods, namely semi-structured interviews and focus groups. The semi-structured interviews were held with College Deans, Heads of Departments (HoDs) and teachers. The focus groups were carried out with seven groups of students from four CoTs. The data was analysed by a thematic approach, following the systematic steps outlined by Braun and Clarke (2006).

Findings – Significant relationships were found between the transactional leadership approach and institutional theory (Isomorphism and legitimacy). The findings advance leadership knowledge by exploring the relationship between the components of FRLM, transformational and the transactional leadership approaches in hierarchical levels of leadership in the context of the CoTs in Oman. Both the Deans and the HoDs employed transactional leadership approaches to ensure compliance with the requirements of the Ministry of Manpower. Moreover, the study extended the leadership literature

by exploring the interaction between leadership approaches of the Deans and the HoDs on multi-national teachers and Omani students.

Originality/value – The originality of this research lies in its exploration of the relationship between transformational and transactional leadership approaches in hierarchical levels of academic leadership and its identification of the characteristics of effective leadership in HEIs from a multicultural perspective.

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Last but by no mean least, I wish to thank my family for the support that they offered me during this long journey. Thank you all, words are not enough to express my gratitude.

Dedication

I dedicate this study to my father and my late mother. It would have been impossible to have completed this long journey without the valuable and priceless support and encouragement of my spouse Um Malik and my children, Mallak, Malik, Abdullmalik, Maryam and Reem. My dedication extends to my brothers, Ali, Mohammed, Jumma, Rashid, Saeed, Sultan and Naji, and my sister Um Abdullah.

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List of Abbreviations

ACT …… Al Musanna College of Technology

ADAA ……...Assistant Dean for Academic Affairs

ADSA ……...Assistant Dean for Students Affairs

CoTs …….Colleges of Technology

FRLM ……Full Range Leadership Model

HCT……Higher College of Technology

HE ……..Higher Education

HEIs ……...Higher Education Institutions

HELC……..Higher Education Leadership Competencies

HoD/HoDs …….Head of Department

HoED…….Head of Engineering Department

HoELC……Head of English Language Centre

HoIT……Head of Information Technology Department

HoPD …….Head of Photography Department

HoPhD …… Head of Pharmacy Department

HoS……Head of Section

IbriCT ……..Ibri College of Technology

ICT……..Ibra College of Technology

KSA …… Kingdom of Saudi Arabia

MLQ……..Multifactor Leadership Questionnaire

MoH…….Ministry of Health

MoHE……. Ministry of Higher Education

MoMP…….Ministry of Manpower

OJT……The On Job Training

PDC ……. Professional Development Committee

QAU …….Quality Assurance Unit

SDC……Staff Development Committee

ShCT……..Shinas College of Technology

SQU……The Sultan Qaboos University

UAE…….United Arab Emirates

UK……United Kingdom

USA ……United States of America

Chapter One

Introduction

1.1 Introduction

The rapid growth of Higher Educational Institutions (HEIs) worldwide and significant levels of investment in higher education have led to greater attention being paid to seeking effective academic leadership that is able to navigate universities and colleges towards competitive results (Bryman 2007; Jones and Harvey 2017). Thus, effective leadership is not confined to the private sector to achieve high profits; rather, the public sector also realised the importance of leadership effectiveness for achieving a high performance. This is supported by Ford (2005) who asserted that abundant attention has been paid to leadership in the UK to solve organisational issues in both private and public sectors across education (schools and universities), health and local government organisations.

However, in contrast to leadership researches in business organisations, academic leadership has received considerably less attention. Accordingly, in recent years, there has been an increase in the number of calls to advance current understanding of academic leadership literature (Spendlove 2007; Shahmandi et al. 2011; Feng and Sun 2013; Maryam et al. 2013; Bell Iii et al. 2016). Therefore, this PhD research aims at exploring the characteristics of effective leadership in an academic context by investigating the relationship between transformational and transactional leadership approaches across different levels of leadership. Moreover, this study advances leadership

knowledge about the influence of leadership on teachers' and students' performance.

Despite the growing interest in academic leadership research, gaps still exist in academic leadership literature. This study will identify a number of gaps which will be addressed throughout this research. First of all, effective leadership in an academic context has received less attention than other facets of academia. Thus, the need for in-depth research into effective leadership in HEIs has become urgent (Spendlove 2007; Collinson and Collinson 2009; Law et al. 2010; Vilkinas and Ladyshewsky 2012; Jones et al. 2017). Likewise, Hamlin and Patel (2017: 309) suggest that there is a need for a focus in future studies on leadership effectiveness within different levels of academic leadership (top, middle, first line) in order to identify leadership effectiveness in general and to identify level-specific effectiveness.

The second gap that has been identified in the literature is the need to investigate the relationship between transformational and transactional leadership in different hierarchical levels of academic leadership. Transformational and transactional leadership approaches are components of Full Range Leadership Model (FRLM) (Avolio et al. 1999b), that have been extensively studied in various areas of leadership. Originally, both types of leadership approaches were proposed by Burns (1978) in a political context. Both approaches were developed and extended to the context of business management by Bass (1985). However, their relationships within hierarchical leadership levels in academia are still unclear. Therefore, this study aims to investigate the interaction between both of the transformational and

transactional approaches at the levels of the Deans and the Heads of Department. This study answers a literature call to advance the Full Range Leadership Model (FRLM) by identifying new distinct leadership behaviours (Anderson and Sun 2015a) and to answer the question “why do some leaders engage in transformational leadership behaviours and others do not?” (Jin et al. 2016: 79), at different levels of academic leadership (Hamlin and Patel 2017).

The third gap in the leadership literature relates to the competence of transformational and transactional leadership approaches in leading multicultural HEIs. Despite the cross-cultural studies and meaningful results which revealed that transformational and transactional were contextual leadership approaches (Darwish 2000; Fukushige and Spicer 2011; Pauliene 2012; Mitchell et al. 2014), the transformational and transactional approaches were not examined in a multicultural context of colleges and universities. Multicultural institutions are organisations that consist of employees from diverse backgrounds, who have diverse cultures and who speak different languages (Lauring and Selmer 2011). The vast majority of leadership studies were carried out in two distinct contexts or carried out in different countries. Thus, there is a need to understand leadership effectiveness on leading multinational employees working together in the same institutions. Consequently, this study investigates the academic leaders’ abilities to interact with people from diverse cultures and to know their cultural key values (Hooijberg et al. 1997).

The fourth gap in leadership literature concerns the paucity of knowledge about the relationship between leadership approaches and students’

attitudes in HEIs (Richards 2012). Although some researchers have revealed an indirect relationship between leadership and learning attitudes of students (Muijs 2011), there is a scarcity in the literature about the impact of transformational and transactional leadership approaches on students' learning attitude at HEIs. Therefore, this study could be considered as one of few studies that engage college students' perspectives on the effectiveness of academic leadership.

The fifth gap is the role of transformational and transactional leadership approaches in addressing academic leadership challenges. Academic leadership is always characterised as a difficult task for many reasons such as satisfying the teaching faculty (Spendlove 2007), students' needs and behaviours (Richards 2012; Al-Khasawneh and Futa 2013) and the relationship with the external world such as globalisation and the development of technology (Eacott 2013). Therefore, the competency of transformational and transactional leadership approaches will be adopted as a framework for interacting with academic challenges. Consequently, the research objective and questions are outlined to fulfil the addressed gaps in the literature.

The researcher's personal interest in this topic stems from two main sources. The first is that of understanding leadership effectiveness and its impact on leading academic institutions that consist of people from different ethnicities such as the Colleges of Technology (CoTs). This interest was mainly driven by the researcher's role as Associate Dean for Students Affairs (ADSA) in the Shinas College of Technology (ShCT). The diverse workforce in the CoTs have various needs and interests; thus, the researcher was interested in

exploring leadership effectiveness that is able to fulfill the various needs and interests of multi-cultural employees and achieve organisational goals effectively.

The second reason was the contested literature on the effectiveness of the transformational and the transactional leadership approaches on leading multi-national employees. The researcher was curious to explore the effectiveness of the transformational and transactional leadership approaches to leading multinational employees in one institution such as the CoTs. The transformational and the transactional leadership approaches are two key parts of the Full Range Leadership Model (FRLM). The transformational leadership has four motivational factors that have a significant emotional impact, whilst, the transactional leadership approach possesses three transactional factors that aim at encouraging employees to move effectively towards achieving job tasks as outlined by the employer. The behaviours of both the transactional and transformational leadership approaches offer alternatives for academic leaders to satisfy all followers' needs and requirements in multicultural institutions (Bass, 1985). Nevertheless, both leadership approaches have been comprehensively investigated in different cultural contexts which revealed that the transformational leadership approach was more appropriate for Western cultures whilst transactional leadership approach was preferable in an Eastern context (Darwish 2000; Fukushige and Spicer 2011). Accordingly, the researcher was interested to explore the characteristics of effective leadership in a multicultural context such as that which characterises the CoTs in Oman where employees originate from diverse cultures and

nationalities. The international workforce in the CoTs have various needs and interests; thus, the researcher was interested to explore leadership effectiveness that was able to fulfill the various needs and interests of multi-cultural employees and achieve organisational goals effectively.

The CoTs are familiar to the researcher who has worked in the Shinas College of Technology from 2006 to 2013. Therefore, as an insider researcher, it was easy to access the ShCT (Trowler 2011) because at the time of data collection the researcher had a good relationship with the college Dean. The Dean facilitated the research by providing access to the college and he directed all departments to facilitate the process of interviews and the focus groups with all respondents. Furthermore, private rooms were made available for conducting interviews. Despite, Floyd and Arthur (2012) and Trowler (2011) whose argument that the researcher's position in an investigated case study could act as an obstacle due to researcher bias or interviewees giving what they considered to be expected responses rather than candid disclosure,being an insider researcher in the ShCT enabled the researcher to discuss various interview points in-depth due to having an intmate knowledge of the interviewees' work contexts (Trowler 2011). Accordingly, the researcher endeavoured to ask general questions that emphasised the achievement of the research objectives and to avoid researcher bias. Furthermore, the researcher endeavored to analyse the data in relation to the discussed literature and the research objective in order to maintain personal integrity in the research (Floyd and Arthur 2012).

Despite the researcher's insider position in ShCT, in the other three colleges of technology the researcher's position was that of an outsider because they were located in different areas of Oman and comprised different people from various nationalities. They recognised the researcher as an outsider researcher because of not being known by the colleges' leaders nor by their followers. Nevertheless, being an employee in the Ministry of Manpower (MoMP) and particularly in the ShCT might raise some concerns regarding researcher bias; however the researcher paid much attention to avoiding this kind of bias. Consequently, the researcher was in the middle of the insider-outsider continuum through careful phrasing of questions and by involving four CoTs (Milligan 2016) to avoid researcher bias and to obtain rich data from international participants.

1.2 Research objective and research questions

The objectives of this research are fulfilled by eliciting responses to a number of questions which have been designed to address the identified gaps in the literature (Mayo et al. 2013). Bryman (2008:69) stresses that research questions are crucial to finding suitable knowledge in literature, to determine the kind of data to be collected, to lead to data analysis and to lead the researcher to the correct path rather than following unproductive directions. The full justification for the research objective and questions is presented in the methodology chapter. The research objective and questions are stated below:

Research Objective

In the light of the identified gaps, the research objective is,

'To explore the characteristics of effective leadership within the academic context of the Colleges of Technology in Oman'

The research objective leads to a set of questions, which are stated as follows:

Research Questions

1- What are the characteristics of effective leadership within the academic context of the Colleges of Technology (CoTs) in Oman?
2- What is the relationship between transformational and transactional leadership approaches at different hierarchical levels of leadership of Deans and Heads of Departments at the CoTs?
3- How can transformational and transactional leadership approaches interact effectively within a multicultural faculty in HE Institutions of CoTs?
4- What is the impact of leadership approaches (transformational and transactional) on students' attitudes in the CoTs?
5- What are the challenges facing academic leadership at the levels of Deans and Heads of Departments at CoTs?

1.3 Research methodology

A qualitative approach is employed in this research in order address the research questions by gaining an understanding of leadership effectiveness in depth from the perspective of interpretivist tradition. Actually, the majority of leadership researches have used quantitative methods which adopted a positivist stance (Ford and Lawler 2007; Harding et al. 2011). In contrast, a qualitative approach is adopted here as there is still much to understand by

means of an in-depth study of leadership processes and leadership effectiveness (Ford and Lawler 2007).

Therefore, in view of literature gap and consonant with the context and the aim of this study, the research will be conducted qualitatively through a case study of Colleges of Technology in Oman. Four colleges will be involved in this study to yield sufficient data. The data will be generated by two means of data collection: semi-structure interviews and focus groups (detailed in chapter three). The participants of this research will be College Deans, Heads of Departments (HoD), teaching faculty and the students. The semi-structured interviews will be employed for interviewing the deans, heads of departments and the teaching staff. The focus groups will be conducted to obtain data from the college students. More in-depth details about the research methodology will be provided in the methodology chapter (Chapter three). The next section presents the Omani context in order to provide an overview of the context in which this research is carried out.

1.4 The context of Oman

Oman is an Arabic country, it is in the Middle East, located on the south eastern of the Arabian Peninsula (Albadwawi 2011). It shares land borders with three countries which are United Arab Emirates (UAE) to the northwest, Saudi Arabia to the west and Yemen to the south east; Oman shares marine boarders with Pakistan and Iran (O'Rourke 2011; Wikipedia 2017). It occupies a strategic location in the Arabian Peninsula as it has a long coastline on the Arabian Sea and at the mouth of the Strait of Hormuz (Mujtaba et al. 2010; Albadwawi 2011; Wikipedia 2017). Oman is a member of the Gulf Cooperation Council (GCC) which consists of Saudi Arabia, UAE,

Kuwait, Bahrain, Qatar and Oman (Mujtaba et al. 2010; O'Rourke 2011). All GCC countries share the same culture, religion and language. Moreover, the income of all GCC countries relies heavily on their main resource of oil and gas which constitute over 90% of their income (Mujtaba et al. 2010; Albadwawi 2011; Alawadhi 2014).

The official language in Oman is Arabic, while the English language is the second language and is used as the main teaching and communication language at most private and public HEIs (Albadwawi 2011; Common 2011). This is because the HEIs in Oman rely on Western teaching programmes and most of the teachers at the HEIs are non-Omani teachers, who come from different countries worldwide (Common 2011). The rapid development of the Omani economy has led the government to procure expat labour to assist in building the country.

Over the last few decades the population of Oman has grown significantly as improved health care and education has changed the traditional Omani life to the modern lifestyle. The population of Oman was almost 2.773.500 in 2010 but that has increased rapidly to be estimated at 4,572,949 in 2016 (Wikipedia 2017). However, almost 45% of the population are expatriate labourers who come from different parts of the world to work in different fields. The vast majority of expat human resource comes from India, Pakistan, Bangladesh and the Philippines (Mujtaba et al. 2010; Elamin 2011). In the case of the GCC, the existence of the large number of expats is an economic need (Elamin 2011). Oman began its rapid economic development in 1970 when the current president came into power (Al-Lamki 2002; Common 2011). Higher Education in Oman employs a large number of

expatriate teachers in order to cover the local need for teachers who can provide a good quality of academic teaching (Mourssi and Al Kharosi 2014).

1.4.1 The context of Higher Education in Oman

Up to thirty years ago, Oman relied on sending a small number of students to complete their HE studies overseas. Then, in 1986, the government established the Sultan Qaboos University (SQU), the first public University in Oman (Al-Lamki 2002). It is the only public university and it is under the supervision of the Ministry of Higher Education (MoHE); it enrolled almost 17,000 students since 2009-2010 (Ministry of Higher Education).

Besides the SQU, there are several public colleges that are affiliated to different ministries in Oman. For instance there are seven Colleges of Applied Sciences that are under the umbrella of the MoHE and there are seven Colleges of Technology that are under the umbrella of the Ministry of Manpower (MoMP). Additionally, the College of Banking and Financial Studies is affiliated to the Central Bank of Oman. Besides these, there are a number of institutions that are under the control of other Ministries such as the Nursing institute that is controlled by the Ministry of Health (Albadwawi 2011).

Besides these governmental colleges and the university, there are a number of private colleges and universities that rapidly grew in recent decades to fulfil the needs of the Omani labour market (Albadwawi 2011; Ismail and Al Shanfari 2014). The growth of private HEIs came after the invitation of the Omani government that encouraged private investment in further education in Oman. Thus, the government supported them by providing them with

government-developed lands and a certain amount of money for each private HEI (Al-Lamki 2006; Ismail and Al Shanfari 2014). Accordingly, the number of the private colleges and universities in Oman increased rapidly over the last two decades. Now there are almost twenty seven private colleges and universities across the country (table 1-1) that provide academic services to Omani and international students. It is worth noting, however, that most teachers and administrative employees in most of the HEIs are non-Omani (Al-Lamki 2002; Al Bandary 2005; Ali 2012; Mourssi and Al Kharosi 2014). This is because the Omani government has just commenced programmes aimed at qualifying Omani people to hold academic jobs via sending them to pursue their higher education to some developed countries, particularly to Anglo-Saxon countries such as UK, USA, Australia and New Zealand (Al-Lamki 2002). Consequently, over the last two decades, the number of Omani teachers and leaders at the HEIs has increased because of the new Omani policies of localisation (Omanisation) (Al Bandary 2005; Mujtaba et al. 2010). Localisation or Omanisation is a policy which aims to replace expat labour with Omani skilled employees. Hence, the Omani government is paying significant attention to the training and qualification of Omani citizens to hold most of the jobs in Oman. However, this is a long term plan that is expected to last for several more decades because the population of Oman is still small in contrast with the needs of the Omani labour market (Al-Lamki 2002; Common 2011).

The 27 HEIs in Oman are listed in Table 1-1

Table 1-1 Private HEIs in Oman

No	Institute	Year Established
	Private Universities	
1	Arab Open University-Oman Branch	2007
2	A'Sharqiyah University	2010
3	Dhofar University	2004
4	Muscat University	2016
5	Nizwa University	2004
6	Sohar University	2001
7	The German University of Technology in Oman	2007
8	University of Buraimi	2010
	Private Colleges	
1	Al-Zhara College for Girls	1999
2	Al Buraimi University College	2003
3	Bayan College	2006
4	Caledonian College of Engineering	1996
5	Gulf College	2004
6	International College of Engineering and Management	1998
7	International Maritime College Oman	2005
8	Majan College	1995
9	Mazoon college	1999
10	Middle East College of Information Technology	2002
11	Modern College of Business & Science	1996
12	Muscat College	1997
13	Oman College of Management & Technology	2004
14	Oman Dental College	2006
15	Oman Medical College	2001
16	Oman Tourism and Hospitality Academy	2001
17	Scientific College Design	2004
18	Sur University College	2001
19	Waljat College of Applied Sciences	2001

(Ismail and Al Shanfari 2014; Muscat Universiy 2016)

1.4.2 The Colleges of Technology (CoTs) in Oman

The CoTs are part of governmental HEIs that were established to accommodate the increased number of Omani students and to meet the increased demands for local skilled labour. The MoMP established seven

CoTs to meet this demand and they are distributed throughout Oman. They are located in Muscat, Salalah, Shinas, Al Musanna, Ibri, Ibra and Nizwa and are under the financial and governmental control of the Ministry of Manpower (MoMP) as per the ministerial decree 27/2004 (Higher College of Technology 2017a). The intake of the CoTs is almost 15,000 new students every year. The distribution of the Omani students over the governmental HEIs in Oman is under the control and regulations of the admission centre at the MoHE. The accepted students are allocated by their specialisations in the colleges according to their choices and their secondary school results (Mourssi and Al Kharosi 2014).

The CoTs offer seven main specialisations: Engineering, IT, Applied Sciences, Business Studies, Pharmacy, Photography and Fashion Design (Mourssi and Al Kharosi 2014). These seven main disciplines comprise 38 courses that could be selected by the students when they meet the requirements of each discipline. The new students begin with a foundation programme that provides them with the required English language proficiencies of writing, reading, speaking and listening because teaching at the CoTs is through the medium of the English language (Ali 2012). The foundation programme comprises four levels, the beginner level is level one, intermediate is level two, upper intermediate is level three and advanced level is level four. All students are allocated to appropriate levels of foundation according to their results on the placement test which they take at the beginning of academic year (Albadwawi 2011; Mourssi and Al Kharosi 2014). The foundation programme is compulsory for the students, therefore,

they have to pass all levels in order to transfer to academic specialisations or post foundation level (Mourssi and Al Kharosi 2014).

The CoTs grant three levels of certificates which are:

- two academic years Diploma,
- three years Higher Diploma and
- four years Bachelor (Higher College of Technology 2017b) .

Nevertheless, as per the Bylaws, the students are not awarded any certificate until they attain the requirement of practical training after they complete the requirements of all modules. As per the article 67 of the Bylaws, the On Job Training (OJT) is a requirement in order to be awarded any level of certificates (ibid).

In terms of leadership and management at the CoTs, each CoT has a dean and three associate deans; they are selected by the MoMP from the teaching faculty. The deans are responsible for running their colleges smoothly according to the Bylaws (Higher College of Technology 2017b). The main tasks of the deans are to supervise the implementation of the academic and training plans within a certain time framework. They have three associate deans, the Assistant Dean for Academic Affairs, the Assistant Dean for Students Affairs and the Assistant Dean for Finance and Administrative Affairs (See Figure 1-1). The Deans and their assistants are responsible for supervising the implementation of the colleges' plans and goals as per the Bylaws. Apart from these managers, every academic department has a Head of Department (HoD) who holds some responsibilities for supervising the performance of their academic departments as follows:

- Supervising the setting up and assessment of the department's delivery plans and programmes in cooperation with the different sections, specifying the obstacles that hinder their implementation and suggesting means of overcoming these obstacles.
- Supervising the department, following up the performance of the teaching and technical support staff, suggesting means of developing procedures, and assessing the performance of students, in cooperation with heads of sections.
- Implementing quality assurance measures in the academic programmes.
- Following up students' academic counselling.
- Providing the Dean with the minutes of the Departmental council meetings.
- Evaluating staff and heads of sections performance and forwarding the appraisal forms to the Assistant Deans for Academic Affairs.

  Carrying out any other tasks assigned by the Assistant Dean for Academic Affairs (Higher College of Technology 2017b: 21-22).

The teachers of the CoTs are from various nationalities, different backgrounds and they have wide ranging experiences (Mourssi and Al Kharosi 2014). The teachers are from most parts of the world, Australia, Africa, Asia, Europe and America. The vast majority of them are from India and the Philippines, whilst, the number of Omani teachers is still very small in comparison to non-Omani teachers (Al-Lamki 2002). The main duties of the teachers are listed below:

- Teaching the assigned courses, preparing related materials and keeping a file for each course.
- Supervising and counselling students on theoretical and practical activities.
- Keeping records of the students' results, activities and attendance.
- Writing exam papers and quizzes, conducting examinations, carrying out the necessary assessment and reviewing results in compliance with the bylaws and the prevailing college regulations and instructions.
- Offering academic counselling and career advice to students.
- Supervising the on the job training of the students, providing assistance to the supervisors of industrial sector in charge of the college students during their training and presenting reports on the students' progress to the concerned heads.
- Carrying out any other tasks assigned by the concerned heads of centre, department or section.

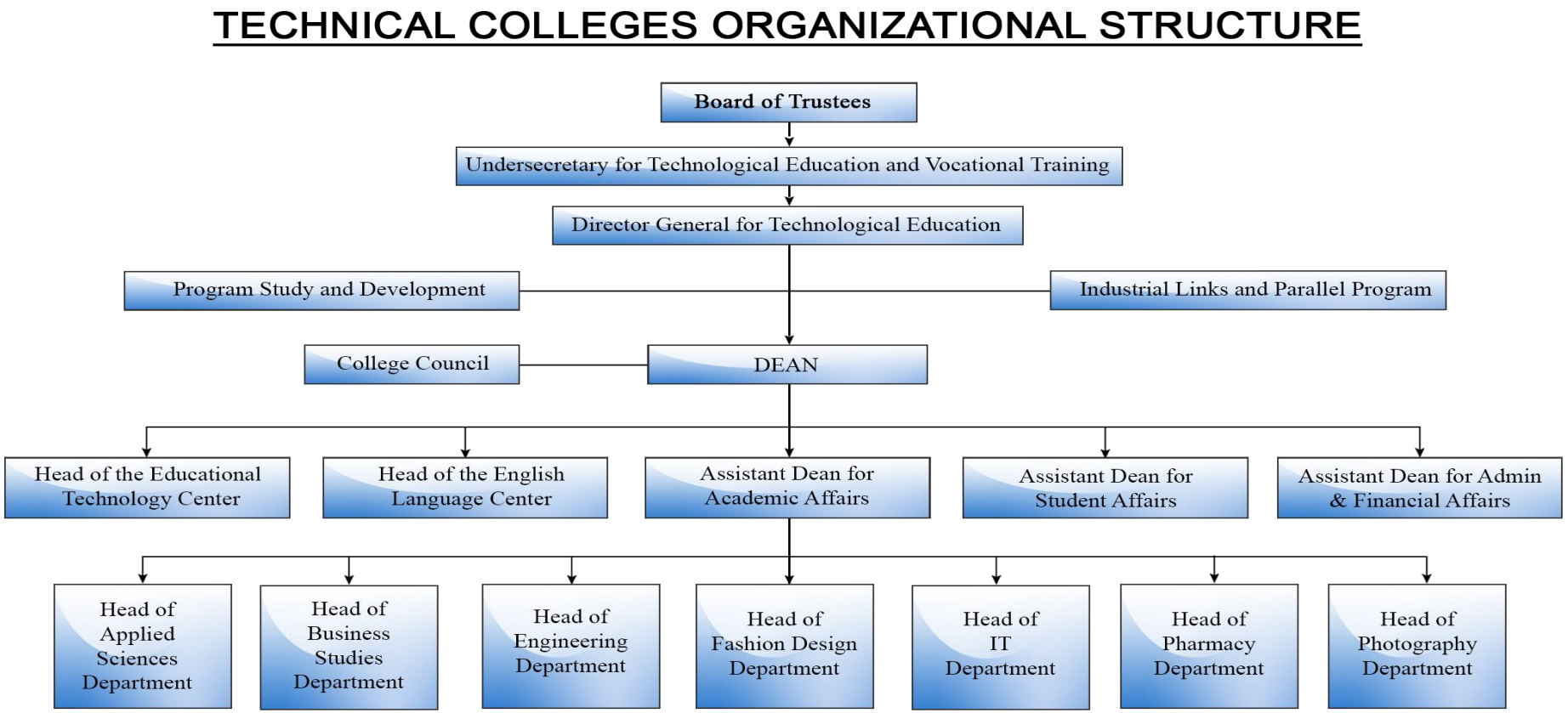


Figure 1-1 Organisational structure of the CoTs (Higher College of Technology 2017a)

1.5 Outcomes of the study

The outcomes of this research are threefold in nature, namely theoretical, empirical and methodological. The empirical outcome is expected to contribute to advancing the general understanding of academic leadership by exploring the characteristics of effective academic leadership in different hierarchal levels of the Deans and HoDs in HEIs.

Secondly, this study is expected to contribute theoretically to the leadership literature by exploring the relationship between transformational and transactional leadership methods in the different levels of academic leadership of College Deans and Heads of Departments. Explicitly, this study is expected to contribute to the literature by emphasising which approach is adopted by each level of leadership and why.

The second expected theoretical contribution lies in exploring the relationship between transformational and transactional leadership approaches in leading multinational teaching faculties in HEIs.

The third expected theoretical contribution of this study is an explorationof the relationship between the institutional theory and the leadership approach of the Deans and the HoDs at the CoTs. Despite the institutional pressures that are exerted by the Ministry of Manpower and the Bylaws on the CoTs, little is known about the influence of these on leadership approaches of the Deans and the HoDs.

The fourth expected contribution is the exploration of the relationship between transformational and transactional leadership on students' learning attitudes. The transformational and transactional leadership approaches are

always associated with employees' morale and working performance. However, the impact of leadership approaches on students' learning attitude has not been investigated from the perspective of the students themselves.

The fifth expected contribution is the advancement of current understandings of the obstacles that face academic leaders and how transformational and transactional approaches can help in addressing these challenges. This is because transformational and transactional leadership approaches exhibit alternative leadership behaviours that can deal effectively with different sorts of contemporary managerial issues (Avolio et al. 1999).

The anticipated methodological contribution is the employment of a qualitative approach to understanding the leadership processes and leadership effectiveness in depth (Ford and Lawler 2007).

1.6 Structure of the thesis

The research is divided into six chapters; the first chapter consists of the introduction and an overview of the study in the form of the background to the study. It addresses the objective and the questions of this research. Besides, it presents the gaps in literature and the contribution of this study to leadership knowledge.

The second chapter is the literature review. It provides a critical insight into what has been written in the body of knowledge of leadership literature. It is based primarily on specific issues that are relevant to the characteristics of effective leadership in an academic context. Two key leadership approaches will be adopted in this research, namely, the transformational and transactional leadership approaches. Accordingly, the chapter will provide a

critical evaluation of what has been written about these two leadership approaches. It will also present a clear idea of the creation and the significant evolution of the transformational and the transactional leadership approaches over the last few decades.

Chapter three presents the methodology for this research, which includes a brief justification for the research objectives and questions. Moreover, it presents the process of gathering data from the field. An explanation of the instruments of data collection is presented. Additionally, ethical considerations are explained in the methodology chapter in order to provide the readers with a holistic picture of the research process. Chapter four presents the key findings from the collected data and its analysis. Chapter five discusses these findings with reference to the literature. The final chapter is a summary of the entire study and emphasises the key contributions made to advancing the corpus of knowledge relating to leadership literature. Research limitations are also highlighted in this chapter as well as suggested areas for further studies. The chapter ends with a conclusion that highlights the key points of entire study.

Chapter Two

Literature Review

2.1 Introduction

Organisational leadership is the single most important element of successful organisations, an element which could not be substituted for by anything else (Cohen 2008). This is because the success or failure of organisations are associated with the success or failure of leadership in achieving organisational goals (Northouse 2013), in creating a desired working culture (James 2013; Kamisan and Brian 2013), organisational performance (Ford and Harding 2007) and in setting targets to reach a desired future (Bass 1985; Cohen 2008). Moreover, leadership contributes to the general wellbeing, retention and job satisfaction of employees (Odumeru and Ogbonna 2013). Thus, whenever people gather to work in teams to achieve particular goals and tasks, good leadership is particularly in demand (Bodla and Nawaz 2010).

Nevertheless, over the last few decades, the conceptualisation of leadership has been hotly debated by researchers. The essence of the leadership phenomenon is still not clear and consequently the concept of leadership is difficult to define (Ford and Lawler 2007; Kelly 2014b). On one side of the debate are those who view leadership as a personality trait, and on the other side are those who view leadership as a process (Northouse 2013). However, more recently, there has been a growing consensus that leadership is not an individual trait, but rather a process by which an individual leader influences a group of followers toward attaining their organisational goals (Ford and Lawler 2007; James 2013; Kamisan and Brian

2013; Northouse 2013). Furthermore, leadership is not decreeing what should be occurring in organisations with the expectation that subordinates should implement such decrees in a mechanical way; rather, it is a process whereby all individuals are involved in achieving the organisational vision and mission (Ford 2005). Bodla and Nawaz (2010) point out that most people in organisations have a conscious or unconscious relationship with leadership by influencing others or by being influenced by leadership. Consequently, the effort of every single employee in the organisation is valued within the leadership process and is considered as part of the leadership process (Avolio et al. 2009). Therefore, the process of leadership is considered as a mutual influence between leaders and their subordinates and without this impact, leadership does not occur (Northouse 2013). Despite the massive number of researches on leadership and the recent consensus that leadership is a dynamic process rather than a matter of individual coercion, leadership is still an elusive phenomenon and a difficult concept to define (Ford 2005; Harding et al. 2011; Kelly 2014a).

Although leadership is broadly researched, there is a need to concentrate more on effective academic leadership (McDaniel 2002; Smith and Wolverton 2010) because little has been written about this important subject (Dessler 2012). Moreover, leading universities and colleges has been described as a challenging task; this is because academic systems still rely on the independent thoughts, autonomy and creativity of their employees (Spendlove 2007; Floyd 2012). Academic leaders act in a complex context that is characterised by a variety of factors including interactions network, building academic culture, dealing with diverse disciplines and departments

(Kekäle 1999). Similarly, Askling and Stensaker (2002) describe academic institutions as complex and paradoxical organisations and they emphasise that academic leadership could have more influence by turning complexity to meaning through effective leadership through building a transparent environment. Likewise, Shahmandi et al (2012) highlight the fact that academic leadership requires competences and skills different from those of other sectors and that, as a consequence, academic leadership models should be developed to match academic competency.

2.2 Characteristics of effective leadership

Although, leadership is a broad area that has been researched widely over the last few decades (Bodla and Nawaz 2010; James 2013; Northouse 2013; Epitropaki et al. 2017; Lee et al. 2017), there is considerable discussion among researchers about the definition of leadership (Ford 2005). A number of researchers conceptualise leadership as a behaviour based on individual traits whereby the leader's purposeful influence is exerted over other employees in order to achieve scheduled strategies (Yukl 2010), while other researchers consider leadership as a mutual influence between leaders and their followers (Northouse 2013). Nevertheless, there is a consensus in most contemporary studies that leadership is a process by which an individual leader influences a group of followers toward attaining their organisational goals (Al-Khasawneh and Futa 2013; James 2013; Kamisan and Brian 2013; Northouse 2013). However, leadership, as an individual responsibility to influence others in organisations, is still contested in the literature (James 2013; Lee et al. 2017). Consequently, the purpose of adopting a suitable

definition in this research is to provide a framework of characteristics of effective leadership in an academic context.

Therefore, this study adopts Yukl's (2010) conceptualisation of effective leadership. Yukl (2010: 23) conceptualises effective leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives". Yukl's definition is adopted as appropriate for this study because it is comprehensive and casts light on the key elements of leadership. The definition encompasses the effort required to influence and facilitate people for their current duties and preparing them to meet the future challenges (ibid). Moreover, embedded in this definition are the beliefs of a number of academic scholars that leadership is more vital for infusing organisational goals and meaning in the lives of subordinates than for enhancing economic performance (Silva 2014).

However, despite the attention given to issues of effective leadership by scholars over the last few decades, it still a contested field (Collinson and Collinson 2009). The literature has revealed that effective leadership has been understood contextually and thereby, interpreted as contingent on surveyed contexts (e.g.Ngcobo and Tikly 2010). Lee et al. (2017: 226) found that there was a strong correlation between contextual factors and leadership approaches whereby, effective leaders employed different approaches according to their situational factors. This supports the earlier findings of, Ngcobo and Tikly (2010) who were critical of the minimalist understanding of effective leadership in South African schools which measured it in terms of exam results as an outcome of the teaching process rather, than sorting out

their local issues such as considering the wider health implications for training awareness of the menace of HIV/AIDS and creating good citizenship. However, in their critique, Ngcobo and Tikly evaluated effective leadership from only one perspective of societal requirements and ignored internal requirements of institutions such as pedagogical requirements, creating a cooperative work environment, organisational learning and the educational environment (Falk 2003; Spendlove 2007). The suggestion of Ngcobo and Tikly (2010) about effective leadership originated from their belief that health education should be central in view of the numbers suffering from HIV/AIDS in secondary schools in the context of South Africa (James et al. 2006). Conversely, Gold (1998) argued that leadership effectiveness is not measured by resolving a particular organisational issue, but rather that it spanned other issues such as individuals' development, organisational development and meeting the needs of modern society. Gold (1998) pointed to a significant role of effective leaders in developing individuals and organisations to cope with the requirements of the modern world (Schreurs et al. 2013). Furthermore, effective leadership was seen as not contingent on context alone but on its ability to yield good results across various contexts by enhancing individuals, teams, and organisational outcomes (Muchiri et al. 2011). Falk (2003) commented that the impact of effective leadership was also to be found internally in organisational rules, teachers and students, and externally in the environment and clients. Therefore, understanding the characteristics and behaviours of effective leaders was considered as crucial for the selection of appropriate leaders who would be able to navigate academic institutions towards desired results (Yukl 2012).

2.3 The Full-Range Leadership Model (FRLM)

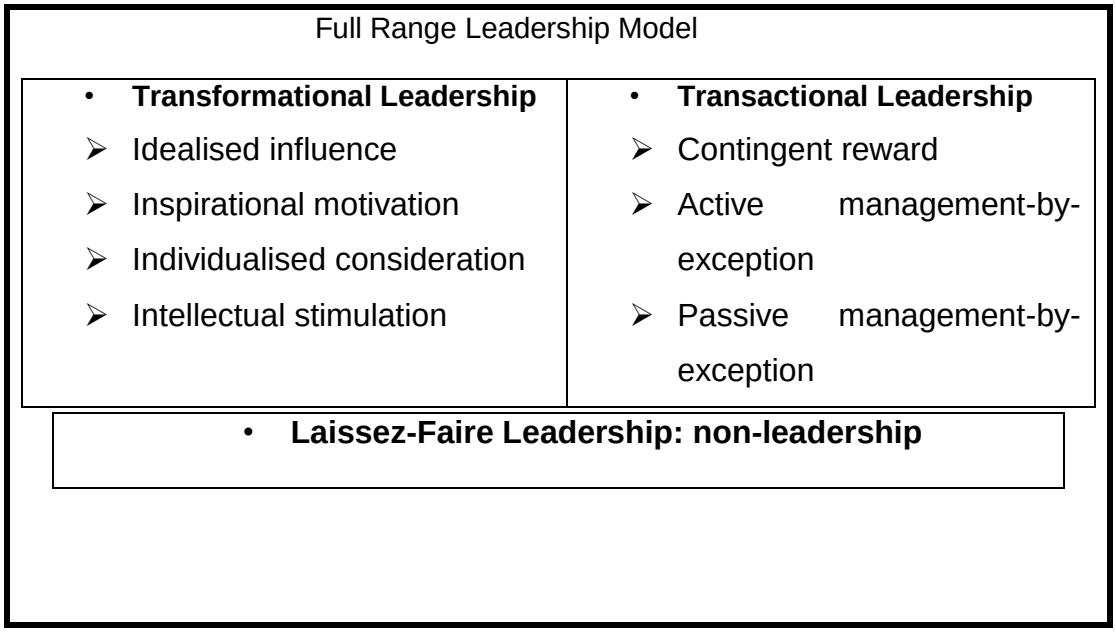
Over the last few decades, considerable attention has been devoted to leadership which has resulted in the emergence of a wide variety of leadership theories. Some of these theories include: trait theories, great man theories, human relations and contingency theory. These have all been critically evaluated in the literature, (e.g.McCall 1986) and have subsequently become prominent once again on researchers' agendas (Walter and Scheibe 2013). Furthermore, a significant development in leadership studies has included the current leadership-followership relationship theories (James 2013). Spinelli (2006: ,p.11) comments on this development with reference to Burns (1978) who developed the theories of transformational and transactional leadership as two distinct leadership approaches that constitute two ends of the leadership continuum. Later, Bass (1985) further developed this to form a paradigm in discerning effective leadership in various contexts. Subsequently, this paradigm of Bass (1985) has been researched widely in different disciplines, such as in business contexts by (e.g.Hinkin and Schriesheim 2008; Chun et al. 2009; Fukushige and Spicer 2011; Afsar et al. 2017), in educational contexts by (e.g.Abu-Tineh 2013; Onorato 2013), in healthcare institutions by (e.g.Spinelli 2006; van der Kam et al. 2014), and in academia by (e.g.Askling and Stensaker 2002; Floyd 2012; Bogler et al. 2013; Pongpearchan 2016).

Although, Bass (1985) modified the transformational and transactional leadership approaches, he did not agree with Burns (1978) about the relationship between these two theories (Avolio et al. 1999a; Rothfelder et al. 2012). Bass argued strongly that both leadership approaches were not in

opposition to each other, nor did they represent opposite ends of a leadership continuum; rather, they constituted a significant leadership model (Judge and Piccolo 2004). The theoretical advancement of Bass (1985) on transformational and transactional approaches has made a significant improvement to leadership studies in most fields (Vandenberghe et al. 2002; Judge and Piccolo 2004)

Initially, the development of transformational and transactional leadership theories took place in the USA with the works of Burns and Bass and were examined extensively in a Western context (Miao et al. 2012). The development of leadership studies continued to the present time with ever greater insights emerging regarding various dimensions of leadership (Rothfelder et al. 2012). Furthermore, Bass and Avolio (1995, 1997) have used the positivity of transformational and transactional theories and advanced them by developing a significant leadership model which they called the 'Full Range Leadership Model' (FRLM) (Spinelli 2006; Avolio et al. 2009), see Figure 2.1.

Figure 2-1 Full Range Leadership Model (FRLM)



The FRLM was developed by Bass and Avolio (1995-1997) and incorporated elements of both transformational theory and transactional theory. Bass and Avolio have examined the elements of the FRLM on a large heterogeneous sample and found a positive correlation between the transformational and transactional leadership approaches (Avolio et al. 1999a). Avolio et al's (1999a) findings supported the proposition of the FRLM and confirmed Bass's (1985) claim that effective leaders typically displayed both transformational and transactional leadership. Subsequently, the FRLM consisted of nine leadership behaviours that were derived from the transformational approach, the transactional approach and a non-leadership 'Laissez-Faire' style which represented the absence of leadership (Bass 1985; Bass and Avolio 1997; Bass 1998; Bass et al. 2003; Fukushige and Spicer 2011; Tipu and Ryan 2013). Four leadership factors were derived from the transformational approach: intellectual stimulation, idealised influence, inspirational motivation and individualised consideration. Three factors have been derived from the transactional approach: contingent reward, management by exception (active) and management by exception (passive) (Bass 1998; Bass and Riggio 2006).

Interestingly, the formation of the FRLM has received significant attention over recent years because of its effective measurement scale for leadership qualities (Avolio et al. 1999a). The measurement instrument of the FRLM in quantitative researches is the 'Multifactor Leadership Questionnaire' (MLQ) and incorporated the eight elements outlined in the previous paragraph (Pounder 2008). The MLQ became one of the most utilised tools in

leadership studies (Edwards et al. 2012). Significantly, Anderson and Sun(2015a) proved that FRLM could be developed further by integrating some of the contemporary leadership approaches. Anderson and Sun argue that many of the new leadership approaches consist of overlapped behaviours whereby they could be integrated to constitute a developed FRLM.

The next section presents the transformational leadership theory. Unlike the transactional leadership approach, the elements of the transformational leadership approach have received considerable attention in the literature in various fields. In contrast, the transactional approach is greatly critiqued for its negative impact on organisational performance.

2.3.1 Transformational leadership theory

Transformational leadership is one of the most prominent approaches in the literature since it has been developed by Bass (1985), it has been paid significant attention and investigation by leadership researches (Jin et al. 2016). Transformational leaders were considered as leaders who always sought to improve and develop their relationship with their followers (Militello et al. 2013; Pongpearchan 2016) and were capable of transforming employees' feelings about themselves to perform effectively and beyond expectation (Bass 1985; Avolio and Bass 1995), possessed high standards of morale, encouraged inventive thinking and were able to meet followers' needs (Bass and Avolio 1994; Jin et al. 2016). Significantly, Lowe et al (1996) asserted that transformational leaders sought new ways of dealing with daily issues and adopted their followers' suggestions. Similarly, Moon(2017: 376) reveals that the transformational approach moderates the

negative impact of employees' diversity on organisational performance via encouraging a teamwork spirit among them. Obviously, the characteristics of the transformational leadership approach were concerned more about nurturing their followers and building a considerable relationship between the leaders and followers.

Subsequently, to develop rich relationships with followers, transformational leaders were seen as having to motivate their followers, by energising them and adopting their views and decisions (Grimm 2010). Likewise, transformational leaders encouraged their followers to be more innovative and inspired problem solvers (Militello et al. 2013; Seyal and Rahman 2014). Increasingly, the transformational leadership approach has been considered as a vital driver for creative idea generation among employees within organisations (Chen and Tang. 2009). Transformational leaders encouraged the development of creativity environments in organisations, stimulated their followers to innovate and did not blame their followers for failed ideas (Herrmann and Felfe 2014).

Bass and Riggio (2006) asserted that followers of transformational leaders were more satisfied than those of non-transformational leaders. They pointed out the meaningful relationship which existed between followers' job related attitudes and transformational leadership behaviours. They emphasised that the correlation between followers' satisfaction and transformational leadership was a positive one. The findings of Bass and Riggio have been confirmed by a meta-analysis of transformational and transactional leadership by Lowe et al (1996) and Bogler et al (2013) who revealed a high positive correlation between transformational constituents and subordinates'

satisfaction. It has been supported by Boer et al. (2016) who asserted that transformational leaders influenced employees' performance positively as well as increasing their job satisfaction and organisational commitment. Similarly, Judge and Piccolo (2004) revealed that 93% of their respondents indicated their satisfaction with transformational leadership which, in turn, confirmed the correlation which was found between transformational behaviours and subordinates' job satisfaction. Likewise, Chow et al.(2007) revealed that leadership capacity for building a conducive and secure work environment could have an indirect influence on the job related attitudes of followers through justice, equity, motivation, encouragement and effective relationship between leaders and followers and rich relationships amongst the followers themselves. The findings of Chow and his colleagues endorsed Bass and Riggio's findings that the rate of followers' satisfaction depended on the leaders' level of commitment and respect of their followers' rights. Bass (1985) points out how transformational leaders motivated their followers in three ways. The first way was by making followers more conscious of the value of certain outcomes in their organisation. Secondly, leaders motivated their followers by stimulating them to rise above their own self-interests for the sake of their institutions. Finally, leaders could help followers to actualise their higher-order needs and requirements (Dansereau et al. 2013) through four components of transformational leadership theory which were idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

2.3.1.1 Idealised influence

Idealised influence leaders are visionary leaders who have a clear vision and have a sense of mission that is shared with their subordinates for achievement (Pounder 2008) . It was founded on trust between the leaders and followers whereby, leaders showed high moral and ethical standards to build good relationships with their followers (Kendrick 2011; Boer et al. 2016; Jin et al. 2016). The idealised influence was also known as charismatic leadership and it was common to consider transformational leadership and charismatic leadership as equivalent approaches because both presented high standards of ethical and personal conduct (Bass 1985; Yukl 1999; Jin et al. 2016). Yukl (1999) interpreted the assumption of equivalence between the transformational approach and charismatic leadership by stating that they were partially overlapped based on the results of several researches across the world. McCall (1986) pointed out that charismatic leaders had the ability to understand and build on the needs, hopes and values of their followers through actions and even persuasive words. Additionally, the literature described the charismatic leadership approach in terms of the degree of influential role of leaders on followers and the nature of the leader-follower relationship that developed in institutions (Yukl 1999). Kendrick (2011) described idealised influence behaviour as a foundation for building strong bonds between the leaders and their followers. Accordingly, the idealised influence approach began with leaders' behaviours in their organisations as role models who influenced their followers.

2.3.1.2 Inspirational motivation

Inspirational motivation and idealised influence leadership formed an integrated single factor of charismatic-inspirational leadership (Bass 1998). Inspirational motivation is a transformational behaviour that is motivating and inspiring for other employees in the organisation by providing meaning and challenge to their followers. Inspirational motivation is the capacity to provide a strong vision and to help followers to understand clearly the right things to do (Kendrick 2011). Nevertheless, Antonakis and House(2014) argue that effective leadership is not only about sketching out vision and mission; rather it is about what vision is scheduled and why and how it is going to be achieved and how a visionary leader could facilitate its implementation for their followers. Thus, inspirational motivation is a transformational behaviour that possesses the ability to plan the future performance and provide needed materials to achieve it. Moreover, transformational leaders behave in ways that stimulate a teamwork spirit amongst followers who display enthusiasm and optimism. Transformational leaders involve their followers in sketching out an organisational vision and mission (Bass and Avolio 1994; Bass 1998; Bass and Riggio 2006).

2.3.1.3 Intellectual stimulation

Intellectual stimulation is a behaviour that stimulates followers to contribute effectively in improving institutions through their innovation and creative problem solving (Bass 1985; Vermeulen et al. 2016). Transformational leaders stimulate their followers to be innovative and creative in their work by reframing issues and thinking and using new methods and solutions (Bass and Avolio 1997; Bass 1998; Bass and Riggio 2006). Likewise, there is no

criticism of individual mistakes in the transformational approach; rather, followers are stimulated to discover problems in their work and figure out appropriate solutions (Bass and Riggio 2006; Kendrick 2011). Leaders stimulate their followers to come up with new ideas in their work. Transformational leaders do not criticise their followers for their ideas and solutions simply because they are different from the leader's own ideas (Bass 1985; Bass and Avolio 1994; Bass and Avolio 1997; Pongpearchan 2016; Afsar et al. 2017).

2.3.1.4 Individualised consideration

Individualised consideration has been paid significant attention by researchers because of the noticeable positive correlation between the impact of this behaviour on employee satisfaction (Oterkiil and Ertesvåg 2014; Zacher et al. 2014). Transformational leaders pay considerable attention to followers' interests and needs. Moreover, through individual consideration, transformational leaders provide followers with learning opportunities and a supportive climate by coaching and mentoring them. Moreover, differences between individual needs and desires are considered and recognised by transformational leaders, for instance, some employees need more encouragement, some need more autonomy and still some others need more task structures (Bass and Avolio 1994; Bass 1998; Bass and Riggio 2006). Therefore, transformational leaders were seen as always encouraging their followers to perform better by showing awareness and encouragement for the efforts of their followers, granting them autonomy and empowering them to take responsibility within their organisations (Avolio and Bass 1995).

Significantly, Lowe et al (1996) commented that transformational leaders paid more attention to their employees and shared with them in articulating the vision and the future of their organisations. Therefore, the followers of transformational leaders feel themselves to be part of their organisations and they are viewed as more capable of tackling work issues because they have enough autonomy and request knowledge. Consequently, their performance does not stop at expected levels; rather they improve their skills by learning from their errors and learning from their fellows (Bass 1985; Bass 1998).

2.3.1.5 Strengths and criticism of transformational leadership

Despite the positive relationship between transformational leadership and followers' job attitudes (Gang et al. 2011; Kovjanic et al. 2013), there were some criticisms despite the theory's strengths that have been pointed out by some researchers. Northouse (2010) presented a number of strengths of transformational leadership and criticisms in its present stage of development. The first strength was that transformational leadership had been widely researched within different disciplines including business, military, and education. Hence, it had been the focal point for a vast number of researches since its publication in 1970s. For instance, statistically, Northouse commented that 34% of the articles in the Leadership Quarterly Journal from 1990 to 2000 encompassed and analysed transformational leadership. Secondly, transformational leadership attracted people because it made sense to them and it inspired them to trust that a leader would deliver a vision for the future of the organisation and for followers too. Thirdly, transformational leadership considered leadership as a process that included both leaders and followers. Thus, followers were valued as the focus of the

leadership process and, thereby, they became aware of the organisations' income, outcome and plans. Accordingly, they gained a prominent position in the leadership process in their workforce. The fourth strength was that transformational leadership had broader views than other leadership models. For instance, it was not just the uses of the tools as presented in other models for motivating followers such as rewards but it went beyond that by improving followers in their work by providing them with necessary skills through constant training and mentoring. Northouse stated that the fifth strength was the capacity of transformational leadership in fulfilling followers' needs and emphasising their values and morale according to the conceptualisation of Burns (1978). The sixth strength was that transformational leadership had been confirmed by a number of researchers as an effective method of leadership (e.g.Yukl 1999). Seyal and Rahman (2014) also confirmed that transformational elements were significant predictors which correlated highly and positively with employees' satisfaction.

On the other hand, Northouse (2010) stated a number of weaknesses that were supported by the findings of Knippenberg and Sitkin (2013) with the state of the science of research. First of all, Northouse claimed that transformational leadership lacked conceptual clarity. For instance, transformational leadership motivated, inspired and built trust, though it was difficult to specify its parameters for each influential element. Knippenberg and Sitkin supported Northouse's claim that transformational leadership was conceptually lacking in clarity. Knippenberg and Sitkin criticlally added how conceptual dimensions of the transformational leadership approach (Idealised influence, inspirational motivation, intellectual stimulation and

individual consideration) were combined to form charismatic-transformational leadership, and indicated which of these dimensions were included or excluded.

Secondly, Northouse claimed that the dimensions of transformational leadership were correlated with each other and overlapped with some components of transactional leadership and Laissez-Faire leadership. This correlation has been found in the Multifactor Leadership Questionnaire (MLQ) that was developed by Bass and Avolio (1995). Similarly, Knippenberg and Sitkin raised the same negative points by asserting that the dimensions of transformational leadership were still unexplained as to how these overlapped dimensions could have distinct influences on followers. Moreover, Knippenberg and Sitkin claimed that MLQ failed to distinguish between the aspects of charismatic-trasformational and non-charismatic-transformational factors.

The third weakness pointed out by Northouse was that transformational leadership considered leadership as a personality trait rather than a behaviour that people could emulate, for example, by treating transformational leaders as visionaries who possessed qualities that transformed others. Yukl (1999) supported this claim by stating that researchers' investigations had not distingushed between motivating followers in accepting leaders' visions and encouraging them to further develop those visions. However, this claim of Northouse and Yukl conflicted with transformational behaviour of inspirational motivation which aimed at involving followers in implementing the organisational vision (Bass 1985; Bass and Avolio 1997; Afsar et al. 2017). These claims of Northouse,

Knippenberg and Sitkin and Yukl were refuted by the developers of transformational leadership (e.g.Bass and Avolio 1994; Bass 1998; Bass and Riggio 2006). However, the transformational leadership approach and MLQ were still in use and adopted by researchers in different fields (e.g, van der Kam et al. 2014; Zhang et al. 2014; Lin et al. 2017).

2.3.2 Transactional Leadership Theory

The transactional leadership theory was a part of a full-range leadership model that was developed by Bass and Avolio as mentioned in the previous section. Bass (1985) pointed out that both transformational and transactional leadership had significant positive impacts on followers' motivation and performance. However, transformational was more effective than transactional leadership (Bass 1998) but that effective leaders used a combination of both of them (Bass 1985).

Transactional leadership is a contingent influence that comes through either rewards or punishment. Followers in transactional leadership can receive rewards or verbal praise as a recognition from their leaders for their successful effort in their task (Avolio and Bass 1995). Conversely, punishment is the other tool in transactional leadership that is used to correct followers' errors in their duty. The relationship between transactional leaders and their followers was considered as a mutual relationship (Howell and Avolio 1993). According to Bass (1985), the leaders and followers agreed on what should be done by followers to gain rewards or to avoid punishments; hence, transactional leadership consisted of two main behaviours which were contingent reward and management by exception (passive and active).

2.3.2.1 Contingent reward

Contingent reward behaviour was based on exchanging rewards with task achievement and innovations in allocated job. Transactional leaders used incentives and contingent rewards to motivate followers to work as per task goals (Bass 1985; Avolio and Bass 1995; Yukl 2006). Moreover, transactional leaders used emotional praise to motivate individuals for successfully performing their role as agreed upon with their leaders (Avolio and Bass 1995). Obviously, the transactional contingent approach used either rewards or praise to motivate their followers which, in turn offered the leaders alternatives in motivating their employees. However, contingent reward depended on the adequacy of followers' performance (Bass 1998). Within this method, leaders set out specific agreements with their followers on what was to be done in order to obtain appropriate rewards (Bass 1998; Edwards et al. 2012). Besides the contingent rewards or praise, punishment was used by transactional leaders as a reaction to followers who failed in meeting particular standards of performance that were delineated in the work contract (Bass 1985; Avolio and Bass 1995). The purpose of punishment was not intended as a means for leaders to de-motivate their followers; rather it was intended to correct, to threaten or to discipline their followers to move the task towards completion (Avolio and Bass 1995).

Despite the effectiveness of contingent reward in motivating followers and its highly positive correlation with transformational leadership approach (Edwards et al. 2012), it was still less effective than transformational components (Bass 1985; Bass and Avolio 1994). Unlike transformational

leadership, transactional leadership placed greater emphasis on achieving task goals rather than on developing followers (Avolio and Bass 1995).

2.3.2.2 Active management by exception

Active management by exception placed the emphasis on watching task performance for any work faults that might arise and correcting those errors to maintain correct performance levels (Avolio et al. 1999a). This behaviour detected mistakes in followers' work and enforced rules to prevent further mistakes (Bass 1985; Yukl 2006). Bass (1998) asserted that active management by exception was more necessary and more effective when safety was essential. Bass pointed to an essential concept in transactional leadership which was that of coaching followers on correct work practice which would prevent them and prevent whole organisations from various kinds of troubles. In active management by exception, leaders monitored followers' tasks to take immediate corrective actions when necessary and to clarify essential elements in tasks when necessary (Bass 1985; Howell and Avolio 1993).

2.3.2.3 Passive management by exception

Unlike active management by exception, passive management by exception consisted of behaviour that leaders used to implement contingent punishment and other corrective actions as a response to followers' mistakes in acceptable performance (Yukl 2006). Bass (1985) suggested that this behaviour consisted of the intervention of leaders after a mistake had already happened. This behaviour was considered as a corrective transaction and it tended to be less effective than contingent reward (Bass 1998). Passive management by exception meant that leaders delayed decisions until

something had gone wrong which was then corrected by a punishment (Howell and Avolio 1993). However, this behaviour has been critiqued widely by researchers because it tended to de-motivate subordinates (Walter and Scheibe 2013) and was extremely unsatisfactory (Hinkin and Schriesheim 2008).

2.3.2.4 Strengths and criticism of transactional leadership

Bass (1985) pointed out some advantages of transactional leadership and the impact of contingent rewards on followers' performance. He asserted that followers' performance was more reinforced when leaders rewarded or praised subordinates for their accomplishment of required tasks rather than reproving them for unacceptable tasks. Bass's claim has been supported with the results of Maryam et al (2013) by revealing the existence of a positive correlation between contingent rewards and followers' performance in an educational context. Contingent rewards leadership encourages subordinates to do their tasks effectively according to their contractual requirements (ibid). Bass (1985) suggested that the advantages of transactional leadership were achieved by specifying followers' tasks, negotiating work contracts and specifying rewards for the completed tasks. Arguably, specifying followers' tasks and negotiating them stipulated the boundaries of the anticipated effort of subordinates (Bass et al. 2003; Liu et al. 2011) Thus, the advantage of transactional contingent reward leadership lay in building a clear relationship between leaders and their subordinates according to the requirements of their works contracts. Thus, enhancing followers through contingent rewards became more common in organisations (Liu et al. 2011). Furthermore,

subordinates tended to devote great effort in order to dodge reproof and consequently resulted in fulfilling tasks' goals (Bass et al. 2003).

Despite positive correlations between transactional leadership approach and followers' performance (Liu et al. 2011; Maryam et al. 2013; You-De et al. 2013), the purpose of the transactional leadership was to achieve tasks according to specified contracts and not to improve followers in their work (Avolio and Bass 1995). Westerlaken and Woods (2013) asserted that transactional leadership did not satisfy individuals' needs of job improvements through learning and training. This was because transactional leaders were more concerned with performing required tasks rather than spending money and time on improving followers' knowledge (Spinelli 2006). Therefore, the transactional leadership approach had a negative impact on followers' satisfaction regarding job improvement (Westerlaken and Woods 2013). Moreover, Bass (1985) argued that transactional leadership was less effective than transformational leadership because the required tasks did not transcend the expectations of leaders. Thus, innovation in work was missed because both leaders and subordinates were more concerned with fulfilling the task' goals but with less concern for innovative approaches in the jobs (Westerlaken and Woods 2013). Thus, transactional leadership was described as a passive method because it established a work that proceeded within restricted boundaries of contingent rewards and maintained the work at anticipated levels of efforts and performance (Spinelli 2006; Odumeru and Ogbonna 2013).

2.3.3 Laissez-Faire Leadership

Laissez-faire leadership is another leadership method but one which is not based on behaviour as in the transactional leadership approach (Avolio et al. 1999b). It is a part of the full-range leadership model which involved the absence or avoidance of leadership. It represents the absence of leadership in that the leaders avoided taking action or reacting to followers faults and did not use their authority to correct employees' errors (Antonakis et al. 2003).

Nevertheless, laissez-faire leadership "is most inactive as well as most ineffective according to almost all research on the style" (Bass 1998: 7). This kind of leadership was considered as opposed to transactional leadership because it represented a non-transaction. Necessary decisions and actions are not made, authority is not utilised and tasks of leadership are disregarded (Bass and Avolio 1994; Bass 1998; You-De et al. 2013). The absence of leadership came to be viewed as the absence of organisation (Richards 2012); therefore, Laissez-Faire leadership has been characterised as a most ineffective leadership approach because leadership itself was lost in this method (Avolio et al. 1999a). Likewise, Westerlaken and Woods (2013) asserted that Laissez- faire leadership typically had a negative impact on organisational performance by delaying necessary decisions that could have been crucial at a particular time. Therefore, (Al-Khasawneh and Futa 2013) assumed that the Laissez-faire leadership approach was not applicable in Higher Educational contexts because the presence of leadership in academic contexts was vital in order to make immediate and timely decisions as well as assisting in improvements of faculty capabilities and commitment (Maryam et al. 2013).

2.3.4 Transformational and transactional leadership across business and management disciplines

Dinh et al.(2014) have conducted a meta-analytic review of leadership theories across ten top ranked journals in business and management between 2000 and 2012. The journals were: The Leadership Quarterly, Administrative Science Quarterly, American Psychologist, Journal of Management, Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Organisational Behaviour and Human Decision Processes and Organisational Science and Personnel Psychology. The study of Dinh et al (2014) reviewed the frequency of all established theories and emergent theories that have been developed from established theories. Their study revealed that transformational leadership approach was significantly most dominant in terms of interest. The frequencey of transformational leadership was 154 times amongst 84 theories in 752 articles. Thus, transformational leadership has been considered as the most embraced leadership theory between 2000 and 2012 (Lowe et al. 1996; Fukushige and Spicer 2011; Dinh et al. 2014). Moreover, the findings of Dinh et al (2014) supported the claim of Bass (1985) that transformaitonal leadership was effective in diverse contexts exhibited through the researched articles that represented different contexts. Conversely, transactional leadership has received less interest in reviewed journals with frequency of 35 and ranking position of 17.

Similarly, the relationship between transactional leadership and team innovation has been examined in eight heterogeneous productive industries in China (Liu et al. 2011; Miao et al. 2012). The results revealed a positive

relationship between transfromational leadership and followers' job satisfaction in manifacturing plants (ibid). Miao et al (2012) and Liu et al (2011) further supported the generalisability of transformational leadership to contexts ousided the Western context. Furthermore, the transformational and transactional leadership have been examined in human resource management in hospitals by using the Multi-Factor Questionnare (MLQ) (Vandenberghe et al. 2002; Spinelli 2006). The results exhibited a significant relationship between transformational-transactional leadership and followers' performance in health services contexts (Vandenberghe et al. 2002; Spinelli 2006).

2.3.5 The effectiveness of transformational and transactional leadership approaches

The behaviours of both transactional and transformational leadership approaches constituted an effective leadership model that could be utilised by different organisational leaders (Bass and Avolio 1994; Avolio et al. 1999a). For example, Bass (1985) asserted that effective leaders adopted the behaviours of both the transformational and transactional leadership approaches. Remarkably, the components of both the Spendlove (2007) and McDaniel (2002) models corresponded with the behaviours of transformational and transactional leadership approaches (see appendices 13 & 14). In contrast to Spendlove 's and McDaniel's suggestions, transformational leaders have always sought to improve and strengthen their relationship with their followers (Avolio and Bass 1995; Militello et al. 2013) in order to motivate them, inspire them to adopt their innovative views and decisions (Grimm 2010). Correspondingly, transactional leadership motivated

followers through rewarding them for achieved tasks and orientations (Avolio and Bass 1995; Yukl 2006). These behaviours of transformational and transactional leadership probably fulfilled the requirement of Spendlove's taxonomy of 'what good leaders do' in terms of motivating followers.

In fact, Bass (1985) suggested three ways that transformational leaders could motivate followers which corresponded with and fulfilled the requirements of 'what leaders are / do / know'. The first way of increasing motivation was by sharing organisational information with followers to make them more aware of the value of work outcomes. Secondly, Bass proposed that, for the sake of the organisation, leaders should devote more time to looking after followers' needs and interests in order to stimulate them. Thirdly, leaders helped their followers by stimulating them to be innovative in their tasks rather than just emulating traditional work performance methods. Clearly, Bass's (1985) suggestions were emphasising the importance of motivating employees and looking after their needs in order to improve their performance (Dansereau et al. 2013).

Moreover, the effectiveness of the transformational leadership approach was viewed in terms of the behaviours that were developed by (Bass 1985) and his colleagues (Avolio et al. 1999; Yukl 2006). The behaviours of the transformational leadership approach consisted of idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Each of these had its own characteristics for motivating followers to operate effectively and improve organisational performance. Thus, the transformational approach was creating and operating a large scale of organisational change by raising followers' awareness of the

requirements for change and the profits it would bring (Bealer and Bhanugopan 2014). The substantial values of transformational leadership behaviours were considered as significant sources for several positive consequences in organisation and human resource management (Pauliene 2012).

Similarly, the characteristics of the transactional leadership approach have received much attention from researchers in recent years who found that it was effective within the framework of anticipated levels of effort and performance (Spinelli 2006). The effectiveness of the transactional leadership approach was derived from its capability to motivate followers through contingent rewards for successful effort (Avolio and Bass 1995). Contingent rewards motivated employees to devote more effort to meet task requirements in order to increase their income through incentives, bonuses, or even positive feedback (Bass and Avolio 1994; Yukl 2008). Likewise, the other feature of transactional leadership was contingent punishment for non-achieved tasks (Bass, 1985) which, in turn, was considered as another tool to correct followers' errors in their tasks (Avolio and Bass 1995). Contingent reward or punishment was, of course, rooted in behaviourism and mechanisms for behaviour modification. Equally, management by exceptions was another feature of transactional leadership whereby the followers' performance was monitored on a daily basis in order to correct their task faults (Bass 1985; Yukl 2006).

All in all, the transactional leadership approach was considered as an effective behaviour modification approach in structuring the work environment to assist followers in attaining institutional goals and obtaining

rewards accordingly (Pauliene 2012). Likewise, the effectiveness of the transformational and the transactional leadership approaches needs to be investigated in HEIs to reveal their effectiveness in interacting with academic issues. However, it is crucial to understand the effectiveness of public HEIs as they are under the control of external organisations. For instance, all the public HEIs in Oman are affiliated to different ministries such as the Ministries of Higher Education, Health and Manpower (Al-Lamki 2002; Albadwawi 2011).

2.4 The relationship between theTransactional Leadership (FRLM) and the Institutional Theory

Over the last few decades, the Institutional theory has been comprehensively investigated in all research fields and accordingly different insights have been proposed about its effectiveness on organisational performance. The term institution refers to a set of formal regulations and rules that organise the work of certain organisation (North 1990). Institutional theory has been conceptualised by Meyer and Rowan(1977) and consists of two main components, legitimacy and isomorphism. This theory suggests that clusters of organisations in same fields follow similar rules and regulations in order to obtain legitimacy. Isomorphism and legitimacy are closely associated as institutional theorists have placed emphasis on organisational uniformity rather than on diversity (DiMaggio 1991; Roberts and Greenwood 1997). Accordingly, mimetic isomorphism aims to achieve similar results through simulated same rules, norms and policies of other institutions that working in the same field (DiMaggio 1991; Claeyé and Jackson 2012). Meyer and Rowan (1977: 341) asserted that “to maintain ceremonial conformity,

organisations that reflect institutional rules tend to buffer their formal structures from uncertainties of technical activities by becoming loosely coupled, building gaps between their formal structures and actual work activities". Meyer and Rowan (1977) associated the effectiveness of isomorphism organisations with their commitment to their societies' norms and values that were exerted by external organisations. This is supported by Hu Dan (2016: 38) and Goddard et al (2016) who claimed that institutional theory was effective in analysing the process of accounting and auditing policy consensus. Interestingly, isomorphism theory is useful to understand the roles of leadership in public organisations in developing countries because their practices are influenced by imposed rules and norms from external organisations such as ministries and councils (Goddard et al. 2016).

Accordingly, to achieve coupling and isomorphism between a cluster of institutions (Meyer and Rowan 1977) such as the Colleges of Technology in Oman, leaders are presumed to be following transactional behaviours (Bass 1985). This is because to achieve similar outcomes from a cluster of organisations, leaders are assumed to be following similar instructions, goals and plans (Claeyé and Jackson 2012). Consequently, leaders and followers tend to be agreed on precise tasks that should be achieved within particular time spans to achieve specific results (Liu et al. 2011). Arguably, specifying followers' tasks and negotiating them, helped to demarcate the boundaries of the anticipated efforts of subordinates (Bass et al. 2003; Liu et al. 2011) Thus, the transactional leadership approach lay in building a clear relationship between leaders and their subordinates according to the requirements of their works contracts in order to comply with the requirments

of institutional pressures. Thus, motivating followers through contingent rewards became essential to achieve institutional goals (Liu et al. 2011). Furthermore, subordinates tended to devote great efforts into the avoidance of reproof which resulted in their fulfilling of their tasks (Bass et al. 2003). Apparently, both the institutional theory and transactional leadership approach are interrelated because both of them endeavour to achieve specific goals and tasks and they do not rely on employees' creativity.

Consequently the transactional leadership approach and the institutional theory have come under considerable attack for their rigidity.. Furthermore, the institutional theory criticised for its limited validations of process of isomorphism and institutionalisation and its inadequate treatment of power and agency (Claeyé and Jackson 2012). It is argued that coercive isomorphism was imposed on organisations from external organisations to follow certain rules that were devised with the intention of making changes in organisations that were perhaps not accepted by organisational employees (Claeyé and Jackson 2012; Goddard et al. 2016). Moreover, coercive isomorphism exerts pressures on organisations to accept and copy uncertain norms of other organisations that in turn may cause some managerial problems in implementation (Goddard et al. 2016). Significantly, Goddard et al (2016) reveal that institutional isomorphism is not effective in complex contexts involving people of diverse ethnicities because people's culture and

values varied from one place to another. Thus, coupling institutions and isomorphism could not match their different needs and cultures. Furthermore, Claeyé and Jackson(2012) revealed that the management and leadership practices of isomorphism organisations were shaped by the exerted rules of donor organisations when they were funded by external agencies. This is because they have to follow their donors in order to get their needs of budgets and physical needs that ensure their survival and sustainability. This is supported by other studies that showed how institutional theory marginalised the visionary role of leadership and management of isomorphism institutions because the future of isomorphism institutions was under the control of external donor organisations (Roberts and Greenwood 1997).

2.5 Effective Leadership in HEIs

Some researchers suggested certain characteristics of effective leadership, for instance, Muchiri et al (2011: p.487), who stated that effective leadership within an Australian academic context was seen as the influence of leaders' integrity on followers' outcomes and their loyalty to their organisations. Muchiri et al have associated leadership effectiveness with ethical leadership and particularly the role of the leaders' integrity in creating an ethical work environment which was considered as a most essential trait in leadership (Mihelic et al. 2010).

However, Ford and Lawler (2007) and Falk (2003) argued that effective leadership was not solely the province of the individual leader, nor was it restricted to the outcomes of the individual leader's method, but rather, was a process of effective interaction between the internal domain, the external domain and individual domains of activity. Significantly, Odhiambo and Hii (2012) elucidated the substantial dimensions of leadership effectiveness by integrating the statements of both Falk (2003) and Muchiri et al (2011). Odhiambo and Hii (2012) suggested that the first dimension of effective leadership was the building of a strong interpersonal relationship with followers within organisations and the second dimension was the development of good external relationships with all other organisations, society and students' parents. Yukl (2006) provided support for Odhiamno and Hii's (2012) suggestion by associating leaders' effectiveness with their competency in influencing subordinates to carry out their tasks, supporting their proposals and implementing decisions. Furthermore, Yukl (2006) advanced the understanding of leadership effectiveness by proposing three important variables for effective leadership namely, characteristics of leaders, characteristics of subordinates and characteristics of organisational culture. Consequently, academic leadership should be knowledgeable about academia and how to motivate employees under various circumstances (Spendlove 2007).

However, understanding leadership effectiveness was not consistent amongst stakeholders; it varied amongst teachers, students and parents in academic contexts (Odhiambo and Hii 2012). Stakeholders perceived leadership effectiveness according to leaders' capabilities to fulfil their

requirements and desires (Ng'ethe et al. 2012). Accordingly, researchers investigated leadership effectiveness from the leaders' perspectives (e.g. Calabrese and Zepeda 1999; Spendlove 2007) and from faculty perspectives (Adams and Gamage 2008; Ng'ethe et al. 2012; Ewen et al. 2013) and revealed that effective leaders exhibited more than one dimension in their roles and included other factors such as attitude, knowledge and behaviour (Spendlove 2007).

Spendlove (2007) proposed a taxonomy (See appendix 13) that included crucial instrumental behaviours and competencies for leadership effectiveness (Shahmandi et al. 2011). Spendlove (2007) asserted that characteristics of effective leadership were not considered as individual traits or prescriptions for effective leadership; rather, they were viewed as useful tools for leadership effectiveness and development. Significantly, Smith and Wolverton (2010) argued that knowledge, skills, behaviours and attributes were competencies of effective leadership that were vital for strengthening the probability of achieving the anticipated outcomes. However, different leaders had different levels of attitude, knowledge and behaviours according to leaders' experience, tenure and qualifications (Drouillard and Kleiner 1996).

Similar to Spendlove's (2007) taxonomy, McDaniel (2002) developed a model for effective leadership competencies in HEIs that consisted of four categories which were context, content, process and communication (See appendix 14). The model was called Higher Education Leadership Competencies (HELC) which has been further developed by (Smith and Wolverton 2010).

The model HELC of (McDaniel 2002) has been tested by (Smith and Wolverton 2010) in academic contexts and has been developed by adding one more component which was external relations. However, external relationships was already present in the McDaniel model within the context requirements. It has been advanced and given more prominence by Smith and Wolverton (2010) to constitute another classification. Smith and Wolverton (2010) stressed external relations competency due to its importance in attracting support and funds from local business organisations. Moreover, building external relationships with the media was considered as essential for organisational promotion and for introducing it locally and internationally (ibid). However, Smith and Wolverton (2010) commented that the model of (McDaniel 2002) needed more investigation and improvement and that there was more to be explored in academic leadership competencies in order to be able to cope with the changing nature of education in the future.

Both models of McDaniel (2002) and Spendlove (2007) consisted of similar contents but arranged in different categories. Although, Spendlove's model consisted of three taxenomies which were attitudes, knowledge and behaviour, it included all McDaniel's suggested competencies. Singnificantly, Spendlove's (2007) taxonomy has been formulated according to the requirements of leadership effectiveness which are 'what good leaders are', 'what good leaders know' and 'what good leaders do'.

2.5.1 The transformational and transactional leadership approaches in the academic context

The context of Higher Education institutions (HEI) has been described as a unique context and distinct from any other contexts such as business, hospitals or military (Spendlove 2007). Spendlove (2007) argued that leading universities and colleges have been equated to 'herding cats'; this was because academic systems still relied on the independent thoughts, autonomy and creativity of their employees. Academic leaders acted in a complex context that was characterised by a variety of factors including interactions network, building academic culture, dealing with diverse disciplines and departments (Kekäle 1999). Similarly, Askling and Stensaker (2002) presumed that academic institutions were complex and paradoxical organisations and they emphasized that academic leadership could have more influence by turning complexity to meaning through effective leadership through building a transparent environment. Likewise, Spendlove (2007) highlighted that academic leadership required particular competences and skills different from business requirements and that, as a consequence, academic leadership models needed to be developed to match academic competencies.

Maryam et al (2013) have noted that using transformational and transactional approaches in an academic context had a positive impact on leaders' performance. Similarly, the findings of Almayali and Ahmad (2012) reveal a positive relationship between embracing transformational and transactional leadership styles and followers' performance in Iraqi universities. These authors endorsed the use of those leadership models by asserting that

transformational and transactional leadership styles had significant positive influences on followers' performance in terms of teaching, research and social service. Maryam et al (2013) and Almayali and Ahmed (2012) have supported the view that the compenents of charismatic-transformational leadership and the components of transactional leadership (contingent reward) consisted of alternatives that could be used by leaders to fullfil followers' needs in academic organisations. For instance, Hardman (2016) highlights the need for professional development courses in the HEIs that support the teachers' skills of interaction with students, leading to higher acadamic improvements. As a consequence, in the context of Kenyan universitites, Ng'ethe et al (2012) recommended that academic leaders should change their current leadership styles to transformational and transactional leadership styles in order to more effectively motivate the teaching faculty and to minimise staff turnover. This was because HEIs in Kenya were suffering from high levels of teacher turnover because of poor leadership styles (ibid). Muceke suggested adopting transformational and transactional leadership approaches in Kenya according to the views of faculty members to be part of the leadership process and to change institutional environments to be more motivated and cooperative. Similarly, Pongpearchan (2016) revealed that the transformational leadership approach could be a solution to resolving some academic issues at Thai Universities. This is because the transformational approach had a positive impact on teachers' performance via job motivation. However, some contextual obstacles created other issues that needed to be resolved in order to reform their working system.

In summary, there is a call for greater research in academic leadership to further develop transformational and transactional leadership behaviours to cope with academic requirements (Spendlove 2007; Vilkinas and Ladyshewsky 2012).

2.5.2 Leadership approaches across levels of leadership of Deans and Head of Departments in HEIs

There have been few studies devoted to examining organisational leadership across multiple levels of managerial leadership (DeChurch et al. 2010). The existence of multilevel leadership has a considerable effect on the achievement of the institution's mission and vision (Adair 2007). This is because different levels of leadership have different volumes of responsibility and influence both on the organisation and on the people (Nealey and Fiedler 1968). The variation of leadership authority and tasks was considered as complementary to each other through systematic divisions of responsibilities in achieving organisational goals (Adair 2007). Significantly, DeChurch et al (2010) commented on how leadership scholars asserted that leadership needs, styles and characteristics were dependent on the leaders' levels within organisations. De Church et al. (2010) pointed out the importance of understanding leadership levels in organisations and of understanding the requirements and responsibilities of each level.

Adair (2007) contended that leaders existed at three broad levels in organisations. These were strategic leadership, operational leadership and team leadership levels (figure 2.1). Adair (2007) considered top leaders and their deputies as strategic leaders because they performed the same task of formulating institutional policies and giving directives compliant with those

policies so that there was no contradiction between policies and procedures. Therefore, top leaders and their deputies jointly performed almost similar sets of functions at strategic levels of leadership (Nealey and Fiedler 1968). Nealey and Fiedler (1968) noted that it made little difference to the followers whether a directive was issued by top leaders or their deputies. Adair (2007) explained this in his model by the fact that strategic leadership was at the top of the leadership hierarchical pyramid. Operational leadership was viewed as middle leadership and was in the middle between strategic leaders and team leaders, who were typically leading ten to twenty people with particular tasks to be achieved and these people were at the base of the hierarchical pyramid, as shown in Figure 2-2.

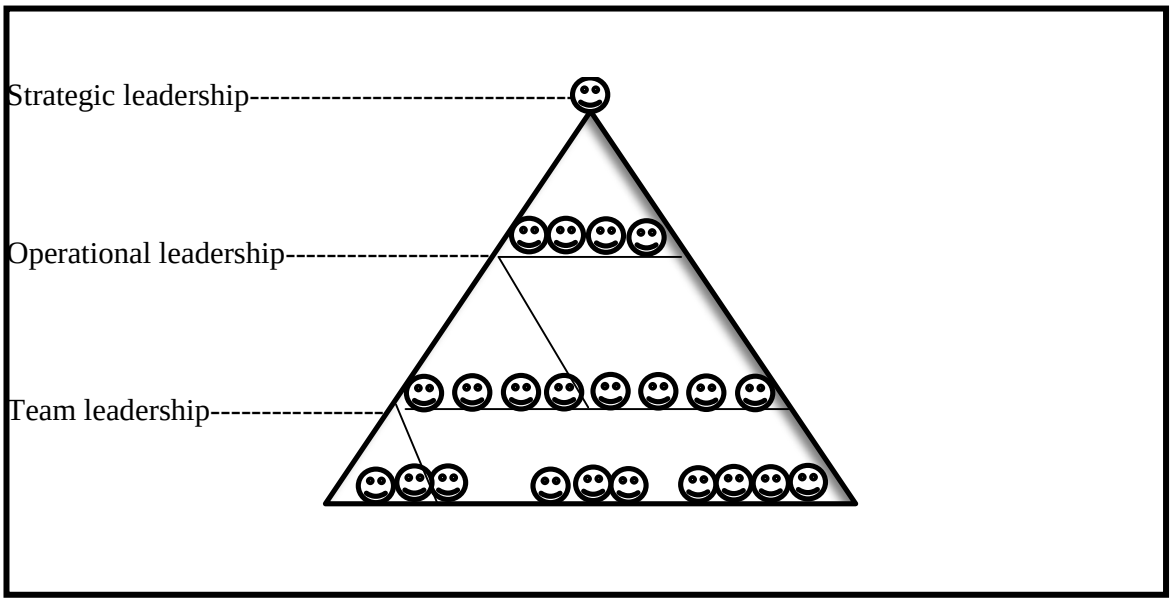


Figure 2-2 Leadership Levels (Adair, 2007: 44)

The tasks associated with any level of leadership had the same degree of importance as any other levels (Chun et al. 2009) because they demanded a similar degree of commitment that cooperated in achieving their common goals (Adair 2007). Organisations needed to have effective leaders

occupying different levels of leadership positions and working together in harmony as teams in order to achieve the organisational goals effectively (ibid.). DeChurch et al's (2010) results provided further support for Adair's (2007) study which posited the same three levels of leadership in organisations; at the top, strategic leadership, in the middle, operational leadership and, at the bottom level, team leadership. DeChurch et al suggested that each level of leadership had its own tasks that originated from a particular level of authority in the organisation and which was highly associated with the tasks of other levels of leadership. In conclusion, authority and tasks of every level of leadership in the organisation represented a linking process among all organisational staff members at different hierarchical levels (Chun et al. 2009).

2.4.2.1 Transformational and transactional leadership approaches in the top level of leadership

Adair (2007) asserted that the top leadership level had a governing role for the entire organisation by outlining organisational strategies and by involving other members in this process. DeChurch (2010) added that the upper level of leadership was the strategic apex of the institution which legislated for the vision and outlined the organisation's broad objectives. Interestingly, over the last few decades, the perspective of strategic leadership has been extended from the individual leader's personality traits to that of a person who influences, motivates and involves subordinates in formulating and achieving organisational goals (Dansereau et al. 2013; James 2013; Kamisan and Brian 2013). Arguably, involving staff members in devising college strategies and goals enriches the relationship between top leaders and all other levels

of leadership and employees and fulfils the needs of stakeholders and organisations effectively (Riley and MacBeath 2003). Therefore, the literature suggests that transformational leadership is one of the effective leadership approaches in higher education institutions (Jones and Rudd 2008).

Jones and Rudd (2008) advocated the adoption of transformational and transactional leadership approaches as they were considered to be effective leadership approaches in academic institutions. Similarly, Collinson and Collinson (2009) asserted that effective leadership in academic institutions was strategic as it provided a clear direction through visionary, inspirational and charismatic leadership which promoted trust, honesty and commitment. Moreover, Bryman (2007) added that embracing transformational leadership in HEIs was effective because it was the means for making the desired changes in the context of the modern world. Furthermore, creating a friendly relationship with followers was an important characteristic of transformational leadership because it aimed at improving the relationship between leaders and their followers in order to motivate followers and energise them to achieve their tasks effectively (Grimm 2010; Militello et al. 2013). Maryam et al (2013) provided evidence that adopting transformational leadership in the top level of leadership in HEIs had a positive impact on followers' performance and, consequently, a positive impact on students' performance. Similarly, Almayali and Ahmad (2012) profoundly delved into the impact of the transformational leadership approach on followers' emotions and revealed a positive impact on their teaching and their involvement in social activities both within and outside of organisations. In recommending that Kenyan universities should embrace transformational leadership in order to

motivate and inspire their teaching faculties, Ng'ethe et al (2012) were highly critical of their current leadership, which they claimed was the main cause of the high turnover rate in their teaching faculties. Thus, transformational leadership was considered as the solution to the problem of such high staff turnover rates in HEIs (ibid). Howell and Avolio (1993) went even further in extolling transformational leadership by claiming that its vision extended beyond the desired performance to encompass intellectually stimulating and inspiring followers to exceed their own self-interest for a higher common purpose. Similarly, Farraj and Trevor (2013) advocated that the transformational leadership approach was crucial for implementing desired changes and better outcomes within Kuwaiti schools,

Besides the transformational leadership approach, transactional leadership has been proposed by Burns (1978) and has been developed in a business context by Bass (1985). It has been studied and adopted in other disciplines such as education and academic contexts. This is because leadership in educational institutions is not radically different from leadership in business and other organisations (Onorato 2013). Therefore, transactional leadership has similar influences on academics in universities and colleges (Spendlove 2007). Consequently, adopting both transformational and transactional leadership in an academic context not only leads to successful change but rather leads to sustainable change (Oterkiil and Ertesvåg 2014). Bass (1985) pointed out that the behaviours of transformational and transactional leadership approaches complemented each other by motivating and inspiring followers although each approach independently had its own characteristics.

Interestingly, Marshall et al (2012) explicitly acknowledged that the behaviours of transactional leadership approaches motivated followers to accomplish their work because they knew that their work was being monitored by their leaders and consequently they were rewarded for achievements and penalised for non-achieved tasks. Furthermore, O'Shea et al (2009) argued that the positive effects of contingent reward behaviour reinforced the transformational approach and consequently led to better levels of followers' performance and commitment. The findings of O'Shea et al (2009) and Marshall et al (2012) support the claim of Bass (1985) and Avolio et al (1999a) that effective leadership resulted from both transformational and transactional leadership approaches. Similarly, the study of Jones and Rudd (2008) advocated that college deans should enact both transformational and transactional approaches. However, transformational leadership behaviours were more often adopted than transactional behaviours. In summary, the literature suggests that despite having alternative behaviours, both the transactional transformational leadership approaches for the top leaders in an academic context leads to desired results (Basham 2012).

2.4.2.2 Transformational and transactional leadership approaches in middle level of leadership

According to Adair‘s (2007) taxonomy, middle leaders are at the operational leadership level that resides between strategic leadership and team leadership. Middle leadership is broadly defined as those who achieve organisational goals by operating relationships with their followers by ‘associating their teams with other entities within their institutions’

(DeChurch et al. 2010). In an academic context, middle leadership in universities consists of the deans (Hancock and Hellawell 2003) residing at the next level are the vice-chancellors, whilst middle leaders in colleges are Heads of Departments (HoDs) (Mercer 2009). Middle leadership consists of the second line in organisations that is next to top leadership (Adair and Thomas 2007). They receive strategies from the higher level of leadership and operate by implementing these strategies practically in the field (Hancock and Hellawell 2003; Mercer 2009). Moreover, Adair (2007: 44) argues that middle leaders are "leaders of leaders" because they are leading several teams and every single team has a leader whose role is to implement the required tasks allotted to their teams. Middle leaders are considered as followers of strategic leadership, leaders in their departments and leaders of team leaders. Therefore, the role of middle leadership is no longer considered to be simply that of practicing the conventional link between policy makers and practitioners, rather, it now requires higher levels of leadership tasks to operate a complicated network between strategic leadership and other employees (Hancock and Hellawell 2003). The role of middle leaders is now seen as that of making strategic decisions at their level to ensure the achievement of organisational goals as well as being interpreters of their strategies to their followers (Hancock and Hellawell 2003; DeChurch 2010). It is noteworthy that the role of middle leaders is no longer viewed as a straightforward task but rather it is a challenging position that requires effectiveness in interaction with all requirements of this position and effectiveness to operate their position between strategic leadership and team leadership (Adair 2007; Adair and Thomas 2007; Chun et al. 2009).

Consequently, effective middle leaders are already leaders and have sufficient experience in the academic environment of transforming their departments and therefore they are considered as a solution to substitute for the shortage in top leadership when this is required (Hammersley-Fletcher and Strain 2011; Grenda and Hackmann 2014).

Despite the growing interest in leadership, very little attention has been paid to investigating middle leadership theoretically (DeChurch 2010) and few studies have examined the variety of leadership roles at academic departmental level (Bryman 2007). Spendlove (2007) asserts that academic leadership is unique and therefore it requires new models of effective leadership in HEIs. Nevertheless, Spendlove admits that the best leadership models have been derived from transformational and transactional approaches within the business domain. However, Chun et al. (2009) advise that middle leaders at operational leadership level should adopt similar leadership approaches to those enacted by top leaders. Therefore, the statement of Bass (1985) that effective leadership embraces both transformational and transactional approaches is no longer seen as confined to a specific level of leadership in organisations.

One study which has focused on the middle management level of leadership in an academic setting is that of Briggs (2003) which investigated the preferred leadership approaches that should be adopted at that level. This study revealed that respondents preferred transformational approaches to transactional leadership approaches. Significantly, Briggs (2003) asserted that transformational leadership enabled middle leaders to appropriate a more creative role to their leadership roles in the organisation. This is

because transformational leadership behaviours consists of minutiae that reinforce middle leaders as creators of change in what gets done and how it gets done (Alan 2000). Moreover, Briggs (2003) counselled that both transformational and transactional approaches were essential in middle level of academic leadership in order to achieve departmental goals effectively. Arguably, transformational middle leadership enhances the essential role of strategic leadership in providing institutional support, interpreting followers' responsibilities and promoting productive relationships in organisations (Grenda and Hackmann 2014). Likewise, DeChurch (2010) asserts that all levels of academic leadership are actively involved in motivating and inspiring their followers to achieve common goals effectively.

Alan (2000), Briggs (2003) and Gleeson and Knights (2008) suggested a number of roles of middle leadership that partially corresponded to the behaviours of both transformational and transactional leadership approaches. One of transactional middle leader's roles was seen as that of setting conditions and monitoring the performance of their followers for contingent reward or punishment. Conversely, Gleeson and Knights (2008) argued that middle leaders in academic institutions often lacked sufficient authority. Hence, they might lack the authority to reward or punish their followers and consequently, they tended to seek more scope and autonomy in order to exercise transformational leadership. Therefore, there is an urgency for research to investigate the role of middle leadership in HEIs (Grenda and Hackmann 2014), to articulate their expectations (Inman 2011) and to understand middle leadership from the perspective of their followers (Gleeson and Knights 2008).

2.4.2.3 Transformational - transactional leadership across levels of top and middle leadership in HEIs

Despite the consensus that leadership seems to be inherently multi-level, still, little attention has been paid to examining leadership theories in multi-level leadership in organisations (Yammarino and Dansereau 2008; DeChurch et al. 2010). Consequently, in the business sector, DeChurch et al (2010) and Chun et al (2009) have carried out two different studies to investigate the leadership phenomenon across hierarchical levels. DeChurch et al (2010) assessed twenty-five years of empirical leadership research in eleven top journals with the aim of understanding leadership at different hierarchical levels in organisations and the link between leadership and outcome at each hierarchical level. The study comprised 677 researches and their findings revealed that 399 (approximately 59%) of these studies investigated top leadership, compared with 194 (approximately 29%) which investigated the lowest level of leadership in organsiations, and even fewer studies examined middle leadership, that is, 84 (approximately 12%). DeChurch et al (2010) concluded their study by asserting that the middle-level of leadership needed more attention in order to understand its outcomes and its relationship with leadership theories. Correspondingly, Chun et al (2009) investigated the differences of transformational and transactional leadersip influnces on followers in the levels of top (strategic) leadership and lower (team) leadership. Even though Chun et al (2009) revealed that the influence of leadership in different levels had similar degrees of influence on followers, nevertheless, intermediate leaders were seen as having more influence on their followers than top-level leaders

because they were closer to employees than top leaders. Both studies of Chun et al (2009) and DeChurch et al (2010) suggested that middle leadership was an essential echelon of leadership viewed from the perspective of strategic leadership. However, both studies have not addressed the relationship between transformational and transactional leadershp approaches in the levels of leadership. DeChurch et al (2010) posed a significant question as to the extent transformational leadership was exercised at the different levels of leadership. This question is leading to a gap in leadership literature that needs to be invistegated in order to advance our understanding of the relationship between those two leadership approaches at various levels of leadership in HEIs.

2.5.3 Transformational - transactional leadership approaches in multicultural HEIs

Both transformational and transactional approaches have been examined in different contexts which revealed that transformational and transactional leadership approaches were contextual approaches (Fukushige and Spicer 2011; Pauliene 2012). Bass (1985) asserted that the transactional approach was less effective than the transformational leadership approach in organisations because of certain behaviours that de-motivated employees such as contingent punishment. However, Bass did not measure the effectiveness of both leadership approaches from their relationship within different contexts or cultures (Darwish 2000; Pauliene 2012) and did not associate leadership approaches with employees' backgrounds in every organisation (Bealer and Bhanugopan 2014). Recently, leadership researchers have revealed variations in accepting leadership approaches

amongst distinct cultures and contexts. For instance, a transactional approach was more likely to be acceptable in Eastern contexts while a transformational approach was considered to be more acceptable in Western contexts (Fukushige and Spicer 2011; Pauliene 2012; You-De et al. 2013; Bealer and Bhanugopan 2014). Fukushige and Spicer (2011) have examined both transactional and transformational leadership in English and Japanese contexts and found that employees in the UK preferred transformational leadership while Japanese employees preferred transactional leadership approaches.

Despite abundant studies that investigated transformational and transactional leadership styles in various contexts at the level of nations, there is a real need for similar studies to investigate leadership approaches in multicultural organisations (Harvey et al. 2007; Bealer and Bhanugopan 2014). For instance, Middle Eastern countries, specifically Saudi Arabia, Oman, United Arab Emirates (UAE), Qatar, Bahrain and Kuwait, have many expatriates working in different organisations (Mujtaba et al. 2010; Common 2011; Elamin 2011; Bealer and Bhanugopan 2014). These multicultural contexts require distinct leadership styles that have the ability to reconcile the diversity of employees' backgrounds, knowledge and experience and utilise this diversity in achieving organisational vision and mission. Arguably, the institutions of Higher Education in the world have the same situation of multicultural workers and leaders (Canen and Canen 2008). Consequently, academic leadership requires effective leaders who possess sufficient skills and knowledge in order to lead people of diverse cultural backgrounds and who come from different parts of the world to achieve common goals

effectively (Bealer and Bhanugopan 2014). Therefore, developers of transformational and transactional leadership approaches have asserted that effective leaders possessed the behaviours of both transactional and transformational approaches (Bass 1985; Bass and Avolio 1994; Avolio et al. 1999a). Bealer and Bhanugopan (2014) investigated transformational and transactional leadership approaches to examine the leadership styles of leaders from different nationalities leading different business organisations in UAE. Their results indicated that transactional leadership was more preferable in UAE and that the transformational leadership approach was less adopted. The variation between Western and Eastern contexts in enacting leadership approaches has been articulated more by Darwish (2000) who discovered that leadership behaviour in UAE was highly influenced by national culture of UAE and multicultural human resources in Emirates organisations.

Moreover, universities and colleges worldwide have become multicultural organisations and this diversity in nationalities brings substantial potential benefits such as creative team-work, greater innovative and creative decision making (Cox 1991; Fitzsimmons et al. 2011a). However, yielding the benefits of multicultural employees requires effective leadership that can deal effectively with a multicultural teaching faculty and knows how to motivate them effectively to be innovative in their tasks (Fitzsimmons et al. 2011a). Interestingly, Lewis et al (2000: 119) suggest that “neither transactional nor transformational leadership behaviour alone is required when working with multicultural workforces”; this is because their needs vary according to their backgrounds, cultures and experiences. Therefore, there is a call to conduct

more studies of multicultural organisations to explore the characteristics of effective leadership that can manage people of different backgrounds and different cultures in HEIs (Cox 1991; Darwish 2000; Lewis et al. 2000; Fitzsimmons et al. 2011a; Pauliene 2012).

2.5.4 Leadership and Students

Although many studies of students learning in higher education have been conducted, it is worthwhile noting that broader attention has been paid to the tutorial domain and teachers' roles in classrooms (Kember 2009; Rocca 2010; Zepke and Leach 2010; Ellis 2016; Hardman 2016). Similarly, in education sector, Robinson et al (2008) . argued that very few studies published in English have investigated the relationship between the students' outcomes and leadership. This scarcity of research in educational sector and higher education about the impact of leadership on students' outcomes attributed to quantitative findings evidenced that leaders have small or indirect influence on students' outcomes that were mediated by teachers and instructors (Hallinger and Heck 1998; Hardman 2016). Despite the indirect role of leadership on students' learning, effective leaders play an essential role in creating a learning environment for the students, shaping a favourable academic environment to good practice, achieving organisational goals and creating social network (Chickering and Gamson 1987).

Accordingly, the majority of the literature emphasises the direct role of the teachers in affecting students' outcomes. For instance, Lin and Huang(2016) assert that if students liked their teachers, they attempt to learn their subjects deeply and their attendance is likely to be higher. Correspondingly, Hardman (2016) reveals that teachers have significant impacts on their students

through their knowledge and teaching methods. Furthermore, Lin and Huang (2016) argue that students' performance is correlated to teachers' charisma; therefore, if teachers are friendly and supportive then students' learning will improve. Moreover, Lin and Huang (2016) claim that teachers' personalities could navigate students learning though, students in higher education are responsible for their own learning and they are expected to possess skills of self-learning. Thus, researchers assert that the influential personality of teachers allied with particular characteristics that should be possessed by teachers such as being friendly, well organised, fair, honest, supportive, approachable, concerned for students' needs, varying their teaching methods, enhancing student content learning and having a sense of humour (Hill et al. 2003; Brown* 2004; Voss and Gruber 2006; Gregory 2011; Hagenauer and Volet 2014). Nevertheless, Lubben et al. (2010) and Ellis (2016) argue that the quality of students' learning is associated with many factors inside and outside classrooms and not just with the classroom environment. Thus, Lubben et al (2010) asserted that university climate has a considerable influence on the successfulness of completion of undergraduate studies. Lubben et al (2010) argue that teachers' charisma is part of a whole influential process but cannot be the only factor that leads students' learning processes.

Subsequently, other factors have emerged in the literature that have similar influences on students' learning such as rewarding students for their good achievements (Gagné and Deci 2005; Garaus et al. 2016), higher course satisfaction (Colquitt et al. 2000) providing positive feedback and creating a supportive learning climate in the college (Garaus et al. 2016). Awad(2014)

argues that motivating students for their decent performance enhances their attitude for learning and accelerates their efforts to achieve high levels of proficiency in their target programme. Moreover, small rewards could enable teachers to guide their students learning behaviours to achieve scheduled learning goals; for example, structuring their homework assignments and devoting extra time for self-study (Garaus et al. 2016). Besides, Rifai(2010) revealed that students' difficulties became fewer and their results became higher with greater motivation. Rifai (2010) and Garaus et al. (2016) assert that small rewards or any sort of encouragement could improve students' learning performance and change their learning behaviours to be more loyal to their colleges.

Besides, researchers argue that training programmes and job aspirations that are provided by the leaders are strong motivators for students to perform highly in their courses (Lent et al. 1994). Furthermore, students in their final year of undergraduate studies are aware of labour market competition and therefore, it is noticeable that on-job training during their study becomes crucial for them (Roulin and Bangerter 2013). Students at this stage recognise the importance of training and extra-curricular programmes; thus, on-job training becomes an actual motivator for them (ibid). Significantly, Lubben et al(2010) suggested that involving undergraduate students in structured professional discourses created a strong link between their knowledge and labour market needs; as well as strengthening their identity as career professionals rather than being merely learners in specific disciplines. Moreover, enhancing students' career aspiration by involving

them in job market discussions might, perhaps, facilitate their career decisions through their academic programme (ibid).

Furthermore, students' feedback can provide helpful insights for redesigning and modifying the content of their modules (Howson 2014). Consequently, involving students in college decisions can influence their motivation and increase their morale towards learning (Byra et al. 2014). Thus, students appreciate being part of college decisions and being given a voice (Byra et al. 2014; Howson 2014). In fact, the voice of students has been considered as crucial for the development of teaching standards and hence, their voice ought not to be missed out. Involving students in making decisions encourages them to to share responsibility with their institutions for their own learning (Howson 2014) Moreover, students in higher education (HE) were able to articulate important elements of their programmes as well as being able to suggest improvements (Atkins 2013). Students' evaluation is a good way to measure teaching effectiveness and module development (Howson 2014). Students' perspectives could be most usefulfor improving the contents of their modules to match their thinking levels and skills.

Nevertheless, studies assert the greater need for understanding students' perspectives about other influential factors affecting learning and teaching, for instance, the impact of leadership on the quality of students' learning and their attitude(Cilliers et al. 2010; Henry et al. 2014; Howson 2014).

2.6 Leadership challenges

Despite the large body of research related to the role of leadership on organisational performance (Collinson and Tourish 2015; AlKindy et al. 2016;

Muenjohn et al. 2016; Mayfield and Mayfield 2017), leadership constraints or challenges has been paid less attention by researchers. Leadership constraints perhaps influence organisational performance negatively as it effect the achievement of goals and plans. Al Bandary(2005) argued that running any HEI was not a straightforward task; rather a number of difficulties were expected to emerge and hence, sorting them out is part of leaders' daily duties. Significantly, Van Wart(2011) argues that leadership challenges are structural or long-term elements that perhaps constrain organisational leaders from running their organisations smoothly.

The HEIs face a number of normal challenges such as timetabling, recruitment, admission requirements, resources, finance, programming, job descriptions and various types of policies (Al Bandary 2005; Van Wart 2011). Pearson(2010) associated leadership challenges to two key forms that are political constraints and bureaucratic processes. Pearson revealed a strong correlation between political constraints and bureaucracy because institutional constraints provided a framework for the bureaucratic procedures. Therefore, bureaucracy is simply defined as complexity, firm chain of commands and hierarchical coordination and control on both public and private organisations. Bureaucracy has been widely criticised in the literature for its negative influence on organisational performance (Pearson 2010). This is because bureaucratic organisations employ long processes in purchasing organisational needs and on providing necessary resources that, in turn, delay their performance and affect their work plans.

Besides, lack of sufficient resources is considered as a chronic issue that perhaps face most leaders who must sort it out in order to navigate their

institutions effectively (Van Wart 2011; Tan 2016). Resources scarcity is a problem that could be encountered in human resources (HR), financial resources or physical resources. Al Bandary (2005) asserted that resources scarcity was a normal challenge that was faced by most Omani academic colleges due to the conventional bureaucratic working systems of most Omani organisations. For instance, the increase in the turnover rate of teachers is a critical issue that is faced by many colleges in Oman which is caused by short working contracts and teachers' overloaded timetables (Al Bandary 2005). Subsequently, a shortage of qualified teachers and increasing teaching load on existing teachers implies greater difficulties in implementing innovative teaching strategies at HEIs (Tan 2016). Moreover, work overload and multitasking results in reducing the quality of lectures preparations and increasing work stress that in turn influence students' learning (Naithani 2013).

Despite the resources scarcity, the academic institutions in some developing countries in the Middle East experienced pressures from increasing numbers of student enrolments due to the rapid increases in their young population (Al-Lamki 2002). For instance, over the last few decades the young people's population of the Gulf Countries (Saudi Arabia, Oman, Qatar, Kuwait, Bahrain and UAE) has increased dramatically so that young people under 26 years represent between 28% to 44% of the population (Harry 2007); that impelled the Gulf Countries to increase the numbers of students in public HEIs (Al-Lamki 2002; Mujtaba et al. 2010; Ismail and Al Shanfari 2014). This is because the people in the Gulf Countries prefer the government HEIs because it is free of charge for all their citizens (Al-Lamki 2002). This

pressure on places needs to be resolved by the leaders of HEIs in order to accommodate all students with their existing resources due to their governmental working contract which, in turn, constitutes their greatest constraint which they have to deal with (Van Wart 2011).

In relation to cultural challenges, despite the advantages of the impact of multi-cultural employees on organisational performance (Sukanya 2015), some conflict problems can emerge amongst members because of their cultural diversity (Van Wart 2011). Some employee behaviour at work is influenced by their dominant culture which can lead to conflict with their peers and leaders (Mujtaba et al. 2010). Therefore, academic leaders need to be aware of the diversity of their teachers in order to sort out their personal issues in order to bring out the best in them and to retain them for a longer time (Sukanya 2015).

In the same vein of cultural challenges, Common(2011) revealed that despite significant improvements in the economy and the lifestyle of people, Omanis still relied on their relations and networks to get their needs from organisations. This, in turn, creates some problems for organisational leaders. Accordingly, the main issue of Omani culture appears to be familial and tribal interdependence on recruitment and processing people' needs by government organisations (Mujtaba et al. 2010; Common 2011). People rely heavily on their kinships or tribal leaders to track their applications at governmental institutions to advance them which. That in turn, creates problems for organisational leaders. Accordingly, leaders of HEIs need to pay attention to understanding the contextual factors of their workplace and their

local communities in order to interact with them in an effective manner (Lee et al. 2017; Moon 2017).

2.7 Summary

The purpose of this chapter was to evaluate critically some aspects of leadership literature which included the relationship between transformational and transactional leadership approaches and leadership effectiveness, as well as to evaluate the effectiveness of transformational and transactional leadership in leading multicultural organisations and, finally, to evaluate the relationship between transformational and transactional leadership approaches at different levels of leadership in HEIs.

The aim of adopted transformational and transactional leadership approaches as a framework in this study is to explore the characteristics of effective leadership in an academic context. The transformational and transactional leadership approaches have been proposed by Burns (1978) and further developed by Bass (1985) in business discipline. They have been adopted in this study for their explanatory value in understanding various behaviours which they motivate. Both transformational and transactional leadership approaches consist of alternative behaviours in leading multicultural HEIs. The transformational leadership has four motivational factors that have a significant emotional impact, whilst, the transactional leadership approach possesses three transactional factors that aim to encourage employees to move effectively towards achieving job tasks as outlined by the employer. The behaviours of both the transactional and transformational leadership approaches offer alternatives to academic

leaders to satisfy all followers' needs and requirements in multicultural institutions (Bass, 1985).

Throughout this chapter, it became obvious that transformational and transactional leadership approaches had strengths that could be used in enriching the relationships between leaders and the teaching faculty. Moreover, studies revealed that leadership approaches had positive correlations with organisational performance and followers' performance. Positive correlations supported the competency of transformational and transactional leadership approaches in improving followers' job related attitudes such as job satisfaction and motivation. Moreover, the behaviours of the transactional leadership approach correlated positively with the goals of institutional theory. This is because Institutional theory consists of two main components, legitimacy and isomorphism to achieve quantified goals and arrive at specific outcomes. The institutional theory and the transactional leadership approach are not greatly concerned with innovativeness. Rather, they emphasise the achievement of institutional goals literally. The following conceptual framework in figure 2.3 :P. 82, illustrates the relationship between the institutional theory and the FRLM; as well it illustrates the relationship between the leaders and their followers.

Nevertheless, there is a call to dig profoundly into these two theories for further developments in different fields (Bass and Avolio 1994). The call of Bass and Avolio has provided researchers with clues that transformational and transactional leadership approaches still have more elements, factors and behaviours to be discovered empirically. Accordingly, transformational and transactional approaches need further exploration in academic contexts

and this need has been highlighted by several researchers (Bass et al. 2003; Spendlove 2007; Inman 2011; Almayali and Ahmad 2012; Edwards et al. 2012; Al-Khasawneh and Futa 2013; Pongpearchan 2016).

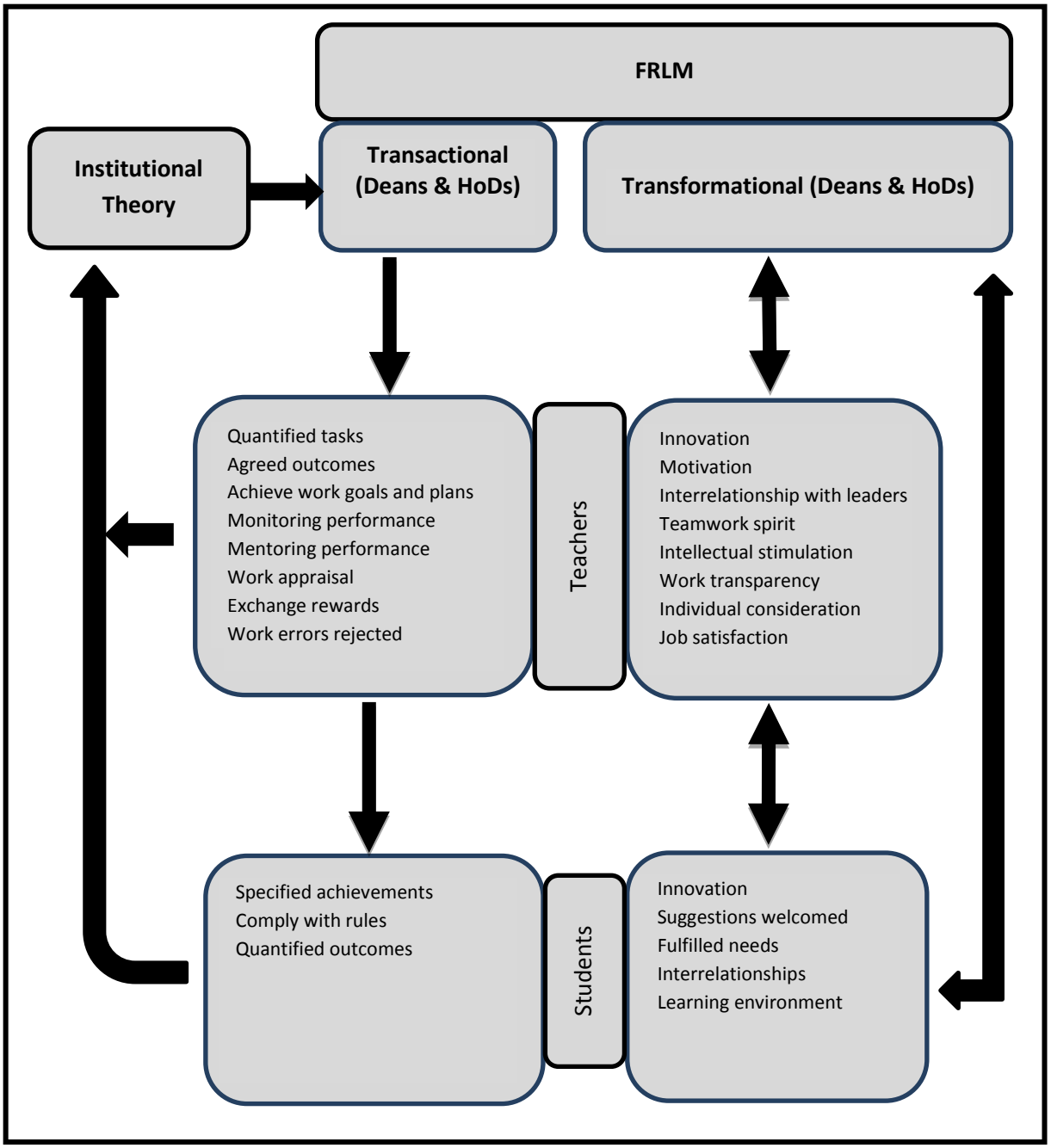


Figure 2-3 Conceptual framework for relationship between institutional commitments, academic leadership and followers

Chapter Three

Methodology

3.1 Introduction

The methodology chapter provides the blueprint for this research process as well as setting forth its “legitimization for knowledge production” (O'Leary 2010: 89). In order to achieve the research objective and answer the research questions, this chapter will employ and follow the ‘methodology onion process’ (Saunders et al. 2012). The methodology onion process represents the main theoretical elements of research methodology as well as practical steps and it consists of six layers which are the researcher’s philosophy, research approach, research methodology, research strategy, time horizon and the central layer, which is data collection and analysis (see figure 3.1). The layers of the research onion will provide this research with a useful framework. Thus, the layers will be peeled away in the following sub sections that describe how the researcher achieved the research objective and questions.

This chapter is divided into seven sections. The first section addresses the research questions with a brief justification for each question. The second part is the outer layer of ‘onion’ process, the philosophical underpinning of this research. This section presents the researchers way of understanding and interpreting the social world. The second layer of this research is the research approach that justifies the adoption of an inductive rather than a deductive method. The third section of this study is the research method. It justifies the selection of qualitative data rather than selecting quantitative data or both of them by a mixed methods approach. The fourth layer justifies

the adoption of case study as the strategy of this research. The fifth section explains the sources of research data which are semi-structured interviews and focus groups with a brief justification of sampling methods and ethical considerations of this study. The sixth part of this chapter is the conclusion that summarises the chapter.

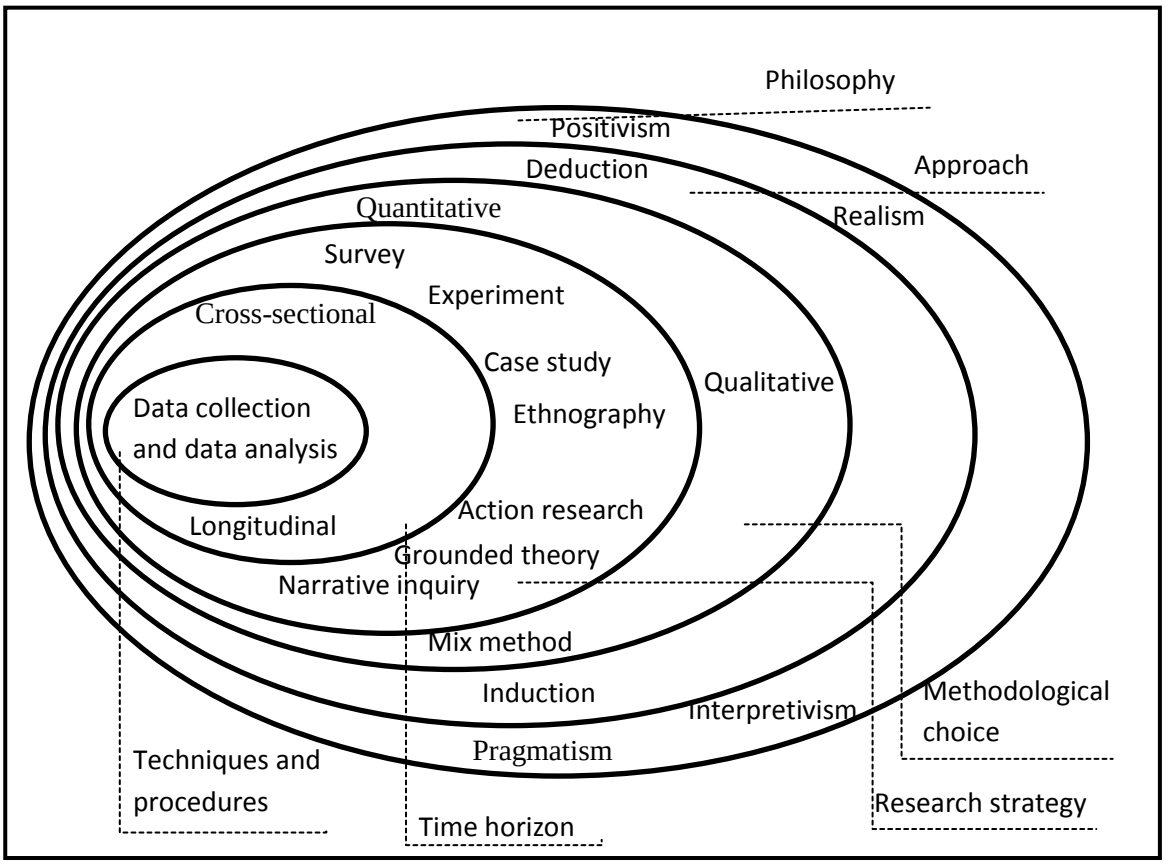


Figure 3-1 The research 'onion' process (Saunders et al, 2012: 128)

3.2 Research objective and questions

The research design provides a clear framework and plan for data collection and analysis (Ghauri and Grønhaug 2005). Research design outlines the researcher's plan for achieving the research objective and answering the research questions. In this research, the researcher's expectations were achieved through a list of questions that showed what issues were to be explored (Mayo et al. 2013). Bryman (2008: 69) stresses that research

questions are vital to guide the researcher to literature search, to decide what kind of data is to be collected, to guide data analysis and to guide the researcher in the correct direction rather than following unproductive directions. Moreover, formulating good research questions means contributing to present theories and advancing them rather than challenging them (Alvesson and Sandberg 2011). Therefore, the researcher was aware that these questions should be clear, specific and highlight important issues that would contribute to the literature (Bryman 2008; Lipowski 2008; Bryman 2012). Moreover, very specific questions were crucial to directing the research towards the required information throughout field work rather than asking for irrelevant information (Lipowski 2008). Along with research questions, the research objective provides specificity to the research and guides towards building a rigorous literature review and the collection of the required data (Thomas 2009; Saunders et al. 2012).

Research Objective

In this study, the research objective has been outlined to advance the understanding of leadership effectiveness in Higher Education Institutions (HEIs). Therefore, the research objective is stated thus:

'To explore the characteristics of effective leadership in an academic context'

The research objectives led to the formulation of the research questions.

Research Questions (RQ)

RQ 1: What are the characteristics of effective leadership in an academic context?

This question aimed at understanding the characteristics of effective leadership in HEIs from the perceptions of college deans, heads of departments (HoDs), teaching faculty and students. This question was intended to explore the characteristics of effective leadership from a collective perspective of leaders, teaching faculty and students. Understanding leadership effectiveness is not consistent amongst stakeholders; it varies amongst teachers, students and parents in academic contexts (Odhiambo and Hii 2012). This is because teaching faculty and students perceive leadership effectiveness according to leaders' capability to fulfil their requirements and desires (Ng'ethe et al. 2012). Nevertheless, some studies simply emphasised and investigated leadership effectiveness from the leaders' perspectives (e.g.Calabrese and Zepeda 1999; Spendlove 2007), and from faculty's perspectives (Adams and Gamage 2008; Ewen et al. 2013). Moreover, the leadership literature revealed that the characteristics of effective leadership can be found in more than one dimension such as attitude, knowledge and behaviour (Spendlove 2007). However, none of these studies provided a comprehensive picture of leadership effectiveness from the perspectives of college Deans, Heads of Departments (HoDs), teaching staff and students. (Muchiri et al. 2011; Zhang et al. 2012; Eacott 2013; Gomez 2013; Hamlin and Patel 2017).

RQ 2: What is the relationship between transformational and transactional leadership approaches at different hierarchical levels of leadership of College Deans and HoDs?

As discussed in the literature review (section number 2.4), this question aimed at advancing the correct understanding of the relationship between transformational and transactional leadership approaches in hierarchical levels of leadership of college Deans and HoDs. This question is reflecting an issue raised in the literature about the need to understand the extent that transformational leadership was enacted from the different hierarchical levels of leadership (DeChurch et al. 2010). However, transactional leadership approach has not been devoted the same degree of attention as the transformational approach and hence, the relationship of transactional approach and hierarchical leadership levels has not been sufficiently addressed in the literature. Therefore, this question attempted to reveal this relationship in the context of HEIs. Furthermore, this question aimed at exploring the relationship between the hierarchical levels of academic leadership of Deans and HoDs and the approaches of transformational and transactional leadership. Leadership literature has stated that different levels of leadership had different degrees of influence on people (Nealey and Fiedler 1968) and thus, various hierarchical levels possessed different leadership skills and characteristics (DeChurch et al. 2010). In other words, this question was designed to reveal who (Deans or HoDs) employed which approach (transactional or transformational or both) and why.

RQ 3: How can transformational and transactional leadership approaches interact effectively within a multicultural faculty in HE Institutions?

This question was important for exploring the effectiveness of transformational and transactional leadership approaches in interacting effectively with employees who had originated from diverse backgrounds.

This is because most academic institutes now operate in a global context and are comprised of academics from all over the world (Bealer and Bhanugopan 2014). Multicultural institutions deal with various group identities related to nationalities, religious and race, all of which make up “micro-culture groups” (Canen and Canen 2008: ,p.6). Multicultural teachers possess unique norms, cultures and knowledge which, in turn, can provide the colleges with innovative ideas and alternative solutions for emerging issues (Fitzsimmons et al. 2011b). Nevertheless, leading and benefiting from a multicultural faculty requires an effective leadership that can use the advantages of multicultural employees and to deal successfully with their issues (Bealer and Bhanugopan 2014). This is because leading organisations or departments which encompass employees from heterogeneous backgrounds differs significantly from leading employees from one homogenous cultural background. Canen and Canen (2008) point out that multiculturalism is leading organisations to make all workers feel valued through recruitment practices, pay, training, development and appraisals. Despite such variation in the preference of transactional and transformational leadership approaches between different nations, transactional and transformational leadership approaches have not been examined in leading multicultural HEIs. For instance, Bealer and Bhanugopan (2014) revealed that employees in business firms in the Middle East preferred transactional leadership approaches more than transformational, whilst the employees in USA preferred transformational leadership approaches more than transactional approaches. There is still a need to understand the effectiveness of leadership approaches in controlling multicultural workforce. Therefore, this

question aimed at contributing to the literature by gaining some insights into the relationship between transformational and transactional leadership in operating within multicultural HEIs.

RQ 4: What is the impact of leadership approaches (transformational and transactional) on students' attitudes in HEIs?

This question was aimed at valuing students' perspectives and their perceptions of the impact of leadership approaches on their learning attitudes. It particularly examines the influential relationship between top leadership and middle leadership on students' life in HEIs. Accordingly, this question was necessary in order to understand the relationship between transformational and transactional leadership approaches and students' learning attitudes. This question was designed to reveal whether there was a direct or indirect impact of leadership approaches on the level of students' learning motivation and attitudes. Indeed, there have been few researches conducted into the relationship between transformational and transactional leadership approaches and students' attitudes (Leithwood et al. 2010; Bogler et al. 2013) and hence, the importance of this question.

RQ 5: What are the challenges facing academic leadership at the levels of Deans and Head of Departments?

This question aimed at exploring the challenges that academic leadership encountered in multicultural institutions. Interestingly, Spendlove (2007) points out that leading academics has been likened to herding cats because academic institutions rely on faculty's independent minds and creativity. This assertion implied that leading academic organisations was not a

straightforward task; rather it was a challenging task that required particular aptitudes to interact effectively with the academic environment. For instance, Lewis et al. (2000) argued that although Australian Universities have been enriched by recruiting employees from all over the world, it created a number of challenges for universities' leaders such as operating with increasing cultural diversity in their workforces. There is consensus in the literature about the difficulty of leading academic organisations because of the complexity of the organisational system, conflict between institutional goals and traditional values and other areas of ambiguity about the nature of leadership in higher education (Ali Khamis 2012; Al-Khasawneh and Futa 2013; Maryam et al. 2013). Thus, it is important to include this question in order to explore the relationship between the challenges that face the top leadership of college Deans and the challenges that face the middle leadership of HoDs. Moreover, this question was designed to explore the ways that each hierarchical level of leadership utilised their skills in order to sort out their daily paradoxes and challenges.

Obviously, from literature review and the research questions, this research can be characterised as mainly exploratory. It is interested not just in understanding the characteristics of effective leadership in HEIs but rather exploring how the characteristics of effective leadership can be derived from transformational and transactional leadership approaches. Accordingly, an interpretivist philosophical paradigm is adopted as appropriate for finding in-depth answers to these questions.

3.3 Philosophical underpinnings of this study

Research philosophy is located in the first layer in Saunders et al' s (2012) onion process and it consists of four possible philosophical paradigms which are positivism, realism, interpretivism and pragmatism. Accordingly, in this section, a justification is presented for adopting an interpretivist paradigm rather than any of the other three paradigmatic stances.

3.3.1 'Interpretivism' as the Philosophical paradigm in this study

In this research, the researcher adopted an interpretivist paradigm to understand the effectiveness of academic leadership in the Colleges of Technology in Oman. As an interpretivist, the researcher was seeking to understand the meaning of human cultures, traditions and interactions through different toolkits that allowed him to interpret the participants' perspectives accurately (Hay 2011). In fact, the aim of this social research was not merely to know what leaders and followers do, but rather to understand why they enacted their particular behaviours to be part of their daily practices; and how the leadership approaches and followership demands influenced each other (Goldkuhl 2012). Significantly, Hay (2011) asserts that the studied social work and its analysis lies at the heart of interpretivism. Hay argues that interpretivists know social practices as results of particular beliefs that are enacted by social members to be part of their lives. Thus, the researcher wished to engage himself in their workplace to understand the way they constructed their academic life through their different roles as key actors in academia (Saunders et al. 2012). Consequently, their subjective opinions were valued in this research because

interpretivists work with subjective meanings that exist in the social world (Goldkuhl 2012).

Significantly, Goldkuhl (2012) states that the interpretivist paradigm is associated with qualitative research because interpretivists achieve their research aim through subjective meanings that are already there in human societies. Thus, the researcher utilised a qualitative research method by means of interviews that engaged both the 'how' and the 'what' questions to delve more into social realty (Denzin and Lincoln 2005). The questions of 'what', 'how' and 'why' are considered as informative questions that provoke interviewees to illuminate their answers that in turn fulfil the researcher's curiosity (Yoshida 2012). Thomas (2009) demonstrates that the relationship between interpretivism and qualitative method is that both are interested in a human way of life that associates what people think, how they shape their ideas about their own world and how their worlds are constructed.

Therefore, a qualitative method was essential for understanding how academic leaders, academic faculty and students perceived leadership phenomena in their colleges and how leadership influenced their daily lives. Thomas (2009) asserts that interpretivists as researchers should behave as naturally as possible in the studied fields in order to get to the reality of the phenomenon because the world is constructed by humans in different ways. Furthermore, Tyssen et al (2014) suggest that using qualitative methods in leadership research allows the participants to speak explicitly about their experiences and opinions. Moreover, Zoller and Fairhurst (2007) point out that one of the key contributions of leadership research is managing people's emotions which could be invested in more or less productive means.

Interestingly, Zoller and Fairhurst (2007) add that leaders are greatly influenced by the emotions of people around them. Accordingly, interpretivism is a more appropriate paradigm for understanding the characteristics of effective leadership in an academic context through understanding the emotions of academics and their impact on leadership approaches (Bryman 2008; Thomas 2009).

Furthermore, interpretivists believe that studying a particular phenomenon requires that the researcher should be very close to the actors of studied situations and must not take the objectivist position of an outsider observer who solely assesses the physical actions of people in a detached manner (Yanow 2006). Thomas (2009) comments on how interpretivists can immerse themselves in participants blinks, winks and every single action as well as listening to every individual word that is coming out of their mouths. Moreover, getting involved in the field can help the researcher to interpret participants' interactions and emotions and lead to a better understanding of the meaning of their words (Johnson and Duberley 2000; Corbetta 2003). This is particularly crucial when the organisations under investigation are considered as multicultural contexts because different cultures possess different norms and beliefs towards leadership approaches (Pauliene 2012). For instance, researchers revealed that Chinese, Thai and Taiwanese employees generated more ideas and worked effectively with transformational leaders because they were originally from collectivist cultures compared to other cultures that preferred other leadership approaches such as Malaysian and African (ibid). Therefore, understanding leadership effectiveness in multicultural contexts needs to be understood

from organisational employees by getting closer to their thinking and asking questions that lead to understanding the reality of leadership effectiveness and their preferences of leadership approaches (Yanow 2006). Consequently, the philosophical paradigm of the researcher determines his research strategy to understanding the research ontology (Bryman 2012).

3.4 Research approach

According to Saunders et al's (2012) framework (see figure 3.1), the research approach is the second layer that has to be peeled away by the researcher. In consistency with this exploratory study, an inductive approach was employed to analyse data. An inductive approach has some features that correspond closely with a qualitative study (see table, 3.1). An inductive approach is defined as a detailed reading of collected data to derive concepts and themes through interpretations made by the researcher (Thomas 2006). This approach is predominant in qualitative research and it is suitable for advancing the understanding of transactional and transformational leadership approaches in an academic context. The purpose of the inductive approach is to make sense of what is going on in the studied context and to understand its nature (Saunders et al. 2012). This approach is used in qualitative research to generate new theories or to advance existing theories (Thomas 2006; Bryman 2012). Therefore, it is appropriate to explore the effectiveness of transformational and transactional leadership approaches in hierarchical levels of leadership in academic organisations. Saunders et al (2012) suggest that the features of an inductive approach allow the generating and building of theories (see table, 3.1).

Table 3-1 Deduction and induction (Sauders et al, 2012:110)

	Deduction	Induction
Logic	In a deductive inference, when the premises are true, the conclusion must also be true	In an inductive inferences, known premises are used to generate untested conclusions
Generalizability	Generalising from the general to the specific	Generalising from the specific to the general
Use of data	Data collection is used to evaluate propositions or hypotheses related to an existing theory	Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework
Theory	Theory falsification or verification	Theory generation and building.

Alternatively, the deductive approach is much used in scientific research to involve and develop theories through testing existing theories or hypotheses (Thomas 2006; Bryman 2008; Saunders et al. 2012). Thomas (2006) describes how a deductive approach is set out to test whether the collected data are consistent with formulated hypotheses, assumptions or theories (see table 4.1). Consequently, a deductive approach is not suitable for this research because this study is not testing a hypothesis or a theory; rather, this study is exploring academic leadership and identifying themes about effective leadership in an academic context (Saunders et al. 2012).

3.5 Research method

Based on the epistemological assumptions of interpretivism, the researcher decided to employ a qualitative method in this study. The qualitative method is the most appropriate means for delving profoundly into the effectiveness of academic leadership and understanding its reality in-depth (Bryman 2008).

Bluhm et al (2011) suggest that an interpretative qualitative approach is unique in its competence to interpret and explain particular social phenomena. Accordingly, the researcher decided to adopt a qualitative method to ask different types of questions that started with what, why and how. Yin (1994: P.5) asserted that some types of 'what' questions are used in exploratory studies, for example "what are the ways of making school effective?". By asking 'what' questions, the research participants will have an opportunity to describe the effectiveness of leadership in the colleges. Meanwhile, 'why' and 'how' questions are important to lead the participants to explain their answers to the 'what' questions but in greater depth (Yin 1994; Lee et al. 1999).

However, quantitative research is not employed in this study because it is associated with a positivist paradigm that obtains knowledge objectively (Bryman 2008; Thomas 2009). Unlike interpretivists, social reality to the positivists is straightforward and observable that can be measured and in much the same way that scientists study the organs of human bodies (Thomas 2009). However, academic leadership is a contextual phenomenon (Fukushige and Spicer 2011; Almayali and Ahmad 2012; Al-Khasawneh and Futa 2013), but not a straightforwardly observable phenomenon. Consequently, the researcher decided to utilise the qualitative method for its potential characteristics that provided him with more capacity to delve profoundly into academic leadership in the real environment (Bryman 2008).

Adopting a qualitative approach in this study was supported by Bryman's (2008) and Lee et al's (1999) assertions that a qualitative approach was naturalistic and provided significant knowledge from the real setting of

organisations. Therefore, the researcher deemed that the qualitative method would help him towards greater understanding of the effectiveness of leadership from the environment of daily life of academics. Moreover, there is much to understand about academic leadership effectiveness by utilising a qualitative approach (Ford and Lawler 2007; Harding et al. 2011). Secondly, qualitative research is ethnomethodological in that it seeks to understand leadership reality from participants talk, interaction and actions which in turn allow the participants to feel free in their speaking. Thirdly, a qualitative approach is emotionalism that demonstrates a concern with subjectivity and gaining access into participants' experiences and reacts with their passions. The fourth feature of qualitative research is its flexibility in that the research design is changeable to match research requirements. Accordingly, the features of qualitative research enabled the researcher to use the most suitable qualitative tools that lead to obtaining rich and significant data (Tyssen et al. 2014).

Furthermore, the researcher adopted a qualitative method to advance transformational and transactional leadership theories by exploring their relationship with different hierarchical levels of leadership (Lee et al. 1999). Bluhm et al (2011) comment that qualitative research empirically tests or elaborates existing theory by investigating them profoundly in real social contexts. Consequently, setting out a suitable research strategy is one of essential steps in qualitative research in order to come up with desired contributions (Bluhm et al. 2011).

3.6 Research strategy

Research strategies are classified into five types that are experimental, survey, archival analysis, historical and case study (Walliman 2011; Saunders et al. 2012). Significantly, Silverman (2005) argues that there is no right or wrong research method, rather the choice of research strategies depends on their appropriateness to the research topic and research method whether quantitative or qualitative. However, academic researchers consider the selection of research strategy as not a straightforward step because it is based on a number of conditions (e.g,Walker 1997).

Therefore, a case study has been adjudged to be a most appropriate research strategy for this doctoral research. A case of Colleges of Technology in Oman (CoTs) was adopted to understand the phenomenon of academic leadership. A case study is defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin 2003: P.13). Similarly, Thomas (2016: P.23) asserts that “ Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions or other systems which are studied holistically by one or more methods. The case that is the subject of the inquiry will illuminate and explicate some analytical theme, or object”. Further, Collis and Hussey (2003) characterise the case study as a research strategy that is adopted to investigate a single phenomenon in its context by utilising a variety of methods to yield in-depth information. Significantly, Thomas (2016) supports Collis and Hussey (2003) and argues that a case study focuses on uniqueness and profound probe. A case can be either human or non-human,

human such as a person or a group of people whilst, non-human such as objects (Lee et al. 1999). Furthermore, a case study can encompass one unit or a small number of units that shared similar characteristics such as CoTs in Oman (Yin 1984; Gerring 2007). As illustrated in chapter one (see section 1.4.2), the CoTs shared a similar context as they were public colleges that were affiliated to the Ministry of Manpower (MoMP). Thus, the college funds, employees' recruitment, leaders' recruitment and students' acceptance is controlled by the MoMP. As well as a case study, the method normally combine data collection approaches such as interviews, focus groups and questionnaires that provide the researcher with a larger span to triangulate data (Eisenhardt 1989).

The researcher's decision to adopt a case of Colleges of Technology in Oman was based on reasons that were recommended by Yin (1994) and Saunders et al (2009). First of all, Yin (1994) and Saunders et al (2009) assert that the type of research question is the first condition that should be considered to select the research strategy. Four of my research questions are 'what' questions and all of them are exploratory in nature (see section 4.2). Therefore, an exploratory case study is recommended as one of the suitable strategies to answer the 'what' type of exploratory questions (Yin 1994) . Interestingly, Yin (1994 &2003) suggests that as an exploratory study, any of the strategies can be used, for example, exploratory experiment, exploratory survey or exploratory case study. Nevertheless, a case study was considered more appropriate for the explanatory questions such as 'why' and 'how', that were designed to add greater clarity to the answers to the 'what' questions in this research (Yin 2003). Furthermore, the third question of this

research is a ‘how’ question (see section 4.2) which is probing for interpretations of the effectiveness of transformational and transactional leadership approaches in leading multicultural employees. Hence, a case study is more favourable for the ‘how’ questions that seek for clarifications (Yin 1994: P.7) . In summing up, the case of colleges of technology has been selected because of its significant ability to generate answers to ‘what?’, ‘how?’ and ‘why?’ questions (Yin 2003).

The second reason for adopting CoTs as a research case was to investigate academic leadership as a contemporary phenomenon in its real location (Yin 1994). Accordingly, a case of CoTs was selected to investigate the effectiveness of academic leadership because most contemporary leadership theories have emerged and evolved recently to shift the focus from leaders’ traits to the relationship between the leaders and their employees (Ford 2005; Spector 2014). For instance, transformational and transactional leadership approaches have been suggested and developed within the last few decades as alternatives for effective leadership behaviours in contemporary organisations. Furthermore, the advantage of selecting CoTs was to investigate academic leadership in its real environment in order to obtain real and in-depth knowledge (Yin 1994; Collis and Hussey 2003). Another strength lies in the fact that the case study of CoTs is investigating academic leadership in its real life setting and dealing with all interviewees naturally without forcing them to behave in certain ways (Yin 1994). As a researcher, I do not have control over the behaviour of CoTs or interviewees. Therefore, a case of CoTs in Oman is more suitable to explore the characteristics of effective leadership in a multicultural academic context.

3.6.1 The context of the four case institutions CoTs

The CoTs comprise seven public colleges which provide free further education to Omani students. The CoTs are under the financial and administrative control of the Ministry of Manpower (MoMP) (Mourssi and Al Kharosi 2014). Thus,the CoTs in Oman are not autonomous because they are publicly funded HEIs (Oman 2011). The seven CoTs share a similar working context and they have one policy resource which is the Bylaws of Colleges of Technology. All the colleges have to comply with the entire content of the Bylaws to achieve the same goals and plans. Their plans are formulated by specialist committees in the MoMP in line with the national plan of localisation and the requirements of higher education in Oman to produce a skilled Omaniworkforce.

Employment of staff in all CoTs is centralised by the MoMP; hence, the CoTs are not authorised to employ otherwise than through the MoMP. Similarly, students' enrolment is centralised and decided by the MoMP and the Ministry of Higher Education (MoHE) in Oman; thus, the number of accepted students every year is decided by the MoMP and not by the CoTs as explained in section 1.4.2. Financially, the CoTs are funded by the MoMP; hence, their annual budget and expenditures is decided by the MoMP. Furthermore, the colleges are not authorised to receive grants from any other institution other than the MoMP.

The CoTs were involved in this research for a number of reasons. First of all, the CoTs form a cluster of colleges representing the public colleges in Oman that provide free further education for Omani students. They are located in

different areas in Oman hence, their surrounding context varies. The CoTs are highly influenced by institutional directives from the MoMP which exercises control over them. The Heads of Departments (HoDs) and teachers are principally multi-national employees; in fact the vast majority of them are expatriates coming from different parts of the world. However all the college Deans are Omanis as was explained in section 1.4.2. Therefore, the cluster of the CoTs is a suitable case to be investigated to understand the characteristics of effective leadership in the Omani higher education context.

In general, the CoTs share similar working contexts with regard to financial and administrative affairs. Nevertheless, the seven CoTs are located in different areas in Oman; thus, their immediate surrounding environments are varied reflecting the different regional cultures of Omani communities. Moreover, the variation in the nationalities of the teachers and HoDs provided this research with rich data and experiences. Further information about the characteristics of individual colleges is presented in the following sub-suctions.

3.6.1.1 The Higher College of Technology (HCT) in Muscat

The Higher College of Technology (HCT) is involved in this research because it is the largest public college in Oman (Common 2011). Approximately 12.000 Omani students are enrolled in this college. Thus, it comprises approximately 621 multi-national academic staff members (see table 3.2). They are from 29 different countries worldwide. Most Omani and expat teachers prefer to work in the HCT rather than in the other CoTs because it is in Muscat, the capital city, where all services are provided. Therefore, it is

crucial to understand the leadership approach of this large college and the leadership relationship with the multi-national teachers.

The vast majority of students at the HCT are from the Muscat area. Their culture is a bit different from the other areas of Oman because people in Muscat tend to live a modern lifestyle that is different from tribal or familial culture in the rural areas.

	Business	Photography	Pharmacy	Applied Science	Engineering	Fashion Design	IT	ELC	
Jordanian				2	1		5	2	
Omani	39		7	41	23		42	51	
American		1						3	
Srilankan		1		1					
Philippino	5			4	8		15	11	
Sudani	1			1	1			3	
Syrian	1								
Indian	45		4	45	74	1	72	27	
Pakistani	4			5	4		6	7	
Egyptian	1				1			1	
Iraqi				1	5		1	2	
British			1				1	6	
Irani				1	1				
Tunisian				1				2	
Lebanese				1		1			
Yemen									
Kenia					1				
Algerian					1				
Morrocan								1	
Ireland								1	
Ukrainian								2	
Armanian								2	
Australian								2	
S.African								3	
Canadian								7	
Russian								3	
Jamaican								1	
Cameroni								1	
Polish								1	
Total	96	2	12	103	119	2	141	138	621

Table 3.2 Academic staff of the HCT

3.6.1.2 Al Musanna College of Technology (ACT)

Al Musanna College of Technology (ACT) was involved in this study for a number of reasons. Alongside the HCT, it provided the research with crucial data that was generated from an Omani Dean and multi-national HoDs and teachers. As stated earlier, the ACT shares a similar context with other CoTs because they are affiliated to the MoMP and comprises multi-national HoDs and teachers. In total, there are 296 teachers from 18 different countries; the vast majority are from India. It provides further education for about 4,000 Omani students. The ACT is located on the Northern coast of Oman between HCT and Shinas College of Technology (ShCT).

The ACT comprises a smaller number of students and teachers than HCT because ACT provides only three main disciplines that are Engineering, Business and Information Technology (IT). Accordingly, it comprises less than 300 international teachers. Table 3.3 below illustrates the exact number of teachers and their nationalities.

The data collected from ACT was crucial in order to enhance data generated from other CoTs and to reach saturation level of data. Moreover, the location of the ACT is not far from the researcher's residence location, lying between Muscat and the researchers' living area; thus, it was easy to access by car.

Nationalities	Business	Engineering	Information Technology	Enlgish Teachers	Total
Jordan				1	1
Pakistani	2	1		3	6
British				5	5
Sudanese	1	1		1	3
Sri Lankan				1	1
Iraqi		4	2		6
Omani	12	18	6	30	66
Filipino	1	17	11	10	29
Canadian				1	1
Egyption				1	1
Indian	31	61	51	122	165
Malaysian	1				1
Australian				1	1
Danish				1	1
American				4	4
Turkish				1	1
South African				3	3
New Zealand				1	1
Grand total	48	102	60	86	296

Table 3-3 Academic staff of the ACT

3.6.1.3 Ibri College of Technology (IbriCT)

Ibri College of Technology (IbriCT) was another data source in this study. The Ibri College has a distinguished context than that of the other CoTs because it is located in the Empty Quarter desert of Oman. Two colleges are

located in the desert region which are IbriCT and Ibra College of Technology (ICT). Thus, IbriCT was involved to represent the desert context because IbriCT is closer than ICT to the researcher's place of residence. IbriCT was founded in 2007. It is the newest amongst the CoTs. It comprises the smallest number of employees and students in contrast with the other CoTs as Table 3.4 illustrates. The IbriCT provides places for approximately 3200 students. IbriCT has a similar working context to other CoTs because it is affiliated to the MoMP and complies with the same Bylaws. Moreover, the entire working system of the IbriCT is under the umbrella of the MoMP.

Despite having a similar working environment as the other CoTs, the desert atmosphere of the IbriCT is distinctive because local people in desert areas live in tribal communities. They have a distinguished culture that is different from the more cosmopolitan culture of Muscat city. The Ibri communities rely on their tribal power to get jobs and to sort out their issues in the governmental organisations (Mujtaba et al. 2010). Therefore, tribal leaders tend to intervene when a student has an academic issue in the college. Moreover, the students in the desert areas in Oman still have a problem with the basic required skills in HE such as English, Mathematics and Information Technology (IT) (Al-Badwawi 2011; Oman 2011). Consequently, it is crucial to understand leadership effectiveness in IbriCT in order to compare and contrast it with other CoTs.

Nationalities	Business	Engineering	Information Technology	English Teachers	Total
Jordanian		1		1	2
Pakistani	1	1	4	5	11
British				2	2
S. Africa				3	3
Australia				2	2
Bangladish		1			1
Botsunia				1	1
Tunisian	1				1
Sri Lanka				1	1
Iraqi		1	1		2
Omani	2	1	1	10	14
Ghanian				1	1
Filipino	7	1	10	9	27
Canadian	1			4	5
Egyption				1	1
Moroccan				1	1
Indian	28	49	47	33	157
Grand total	43	56	67	73	234

Table 3-4 Academic staff of the IbriCT

3.6.1.4 Shinas College of Technology (ShCT)

Shinas College of Technology (ShCT) was founded in September 2005. It is located at the South West of Oman, at the border of the UAE (Figure 3.3). It is almost about 300 kilometres North – West from Muscat. The ShCT comprises 239 teachers from different parts of the world (see table 3.5).

Nationalities	Business	Engineering	Information Technology	English Teachers	Total
Jordanian		1		1	2
Pakistani	2	1	1	3	7
British				1	1
S. Africa		1		3	4
Australia				1	1
Bangladish		1		1	2
Kenyan				1	1
Tunisian	1	1			2
Sri Lanka		1		2	3
Iraqi	1	1	1	1	4
Omani	1	1	1	14	17
Ghanian				2	2
Filipino	9	2	12	8	31
Canadian				4	4
Egyption			1	1	2
Moroccan				1	1
Indian	28	51	46	30	154
Grand total	42	61	62	74	239

Table 3.5 Academic staff of the ShCT

The college has approximately 4500 Omani students in different specialisations and at various levels. It is smaller than the HCT and almost at the same size as the other five CoTs. It has a similar affiliation and working context as the other CoTs because they comply with the same College Bylaws, strategic plan, vision and mission and are under the entire control of the MoMP. Perhaps the distinguished environment of the ShCT results from its location at the border of the UAE. It is just approximately 8 miles from the

check point of the Dubai border. Nevertheless, the working context is similar to the context of other CoTs.

The researcher worked in Shinas College from 2007 to 2013. Therefore, it was easier to gain access to this college than to the other CoTs. Nevertheless, many of international teachers were new because of workforce rotation. Similarly, the leadership of the college was changed and substituted by a new Dean and new HoDs because the former Dean moved to another college as well as former HoDs being substituted by new HoDs because many of the former HoDs left the ShCT.

3.7 Research Sampling

As mentioned earlier, four of the seven CoTs were involved in this study. They represented the public academic organisations in Oman to explore the characteristics of effective leadership in an Omani context. As explained earlier in chapter one (section 1.4.2), CoTs are a cluster of seven colleges in Oman that enrol many Omani students every year (Sections 1.4.2 and 3.6.1). The sampling method was based on two key considerations that were "appropriateness and adequacy" (O'Reilly and Parker 2012: 3). Therefore, the four selected CoTs were appropriate as a sample of HEIs in Oman for many reasons. First of all, they were all government colleges and had similar contexts because they were affiliated to the MoMP. They follow the same Bylaws and policies that were formulated by the MoMP. Accordingly, their financial plans, recruitments and students' admission is under the direct control of the MoMP. Furthermore, the teaching faculty of all CoTs are from different countries and consequently, they consisted of a variety of teachers with diverse backgrounds. Although, the four CoTs were affiliated to the

Ministry of Manpower and shared a similar context, their leadership of deans and HoD were different because the Deans are all Omanis whilst, the HoDs and the teachers are from different nationalities and had different experiences. However, within the CoTs, the selection of participants was based on the purposive sampling technique because the research concerned the relationship between the Deans, HoDs, teachers and students. Thus, administrative employees were not included in this research.

The sample of the research population is the subset of academics and students that are engaged in research investigation, they are selected from the case of CoTs that relates to the research topic (Bryman, 2008; Thomas, 2009; Marshall, 1996). Therefore, research sampling is an essential stage that is considered for enriching the research with required data to elaborate or advance the research's theories (Abrams 2010; O'Reilly and Parker 2012). Accordingly, the population of this research was the college Deans, HoDs, teaching faculty and students. This was necessary to understand and advance transformational and transactional leadership approaches in an academic context.

However, although, the administrators such as employees in finance affairs and students' affairs were considered members of HEIs' society, they were not involved in the research sample. This is because the required data was about the relationship between academic leadership and academic followers and students hence; they could not provide the researcher with such desired data (Walliman 2011). Failing to select a correct sample is called 'sampling error' which in turn leads to errors in research findings due to differences between selected sample and research population (Bryman 2008: 168).

Obviously, any error in sampling impacts on the whole research. Therefore, the success of any research is associated with selecting the suitable samples that could represent the studied population and possesses adequate experience to respond to researchers (O'Reilly and Parker 2012).

Purposeful sampling is the most common technique in qualitative research where the researcher actively involves the sample that possesses specific experience relating to the research topic and hence, able to feed the research with required data (Marshall 1996; Bryman 2008; Walliman 2011). The purposive sampling strategy aims to understand the experience of selected individuals or groups in order to develop or elaborate particular theory (Devers and Frankel 2000).

The subjects of this research were well known by the researcher thus, they were stratified into three categories that were top leaders (Colleges' Deans), middle leaders (HoDs) and followers (Teachers and students). They were stratified according to their positions in the studied academic organisations (Marshall 1996). All of them were representing the academic population of Colleges of Technology in Oman. They were the typical population for this research because they possessed the required data to answer the research questions and fulfil the study's objectives (Karmel and Jain 1987).

However, sampling techniques used for qualitative research are distinct from those used for quantitative research for theoretical and practical reasons (Marshall 1996). For instance, random sampling is more common in quantitative research for generalisability, but it is not a very effective means for developing understanding of particular social phenomena (Marshall 1996;

Devers and Frankel 2000; O'Reilly and Parker 2012). This qualitative research adopted purposive sampling to obtain rich knowledge from particular people and a particular context; consequently, random sampling was not a suitable technique (Marshall 1996). Moreover, the sample size of this research involved the particular individuals or groups that possessed academic experience that matched the research topic (Marshall 1996; Abrams 2010).

Likewise, the sample size of this research was considered to be adequate to answer the research questions (Marshall 1996; O'Reilly and Parker 2012). Significantly, O'Reilly and Parker (2012) point out that the sufficiency of sample size in qualitative research is specified by the quality of collected data. Accordingly, the researcher obtained saturated data by conducting 4 semi-structured interviews with colleges Deans, 11 semi-structured interviews with multi-national HoDs, 16 semi-structured interviews with multi-national teachers and 7 focus groups with undergraduate students from different disciplines and levels (see table 3.5). Data saturation was reached when the responses and answers of the respondents began to be repeated and nothing new was being generated (Bryman 2008). This number of interviews and focus groups could have been increased if the required data was considered to be insufficient.

College	Respondents	Numbers	Gender M / F	Ethnicity		
				Omani	Eastern	Western
HCT	Deans	1	M	1		
	HoDs	3	2M/1F		1	2
	Teachers	4	2M/2F	1	2	1
	Students Focus group	10 1	Mix	10		
ACT	Deans	1	M	1		
	HoDs	2	2M	1	1	
	Teachers	4	2M/2F		2	2
	Students Focus group	19 2	Mix	19		
IbriCT	Deans	1	F	1		
	HoDs	3	1M/2F	1	1	1
	Teachers	4	3M/1F			
	Students Focus group	16 2	Mix	16		
ShCT	Deans	1	M	1		
	HoDs	3	2M/1F	1	2	1
	Teachers	4	2M/2F	1	2	1
	Students Focus group	18 2	Mix	18		

Table 3.6 The research sample

3.8 Data Collection Methods

Choosing particular methods for data collection is always determined according to the nature of required data to answer research questions (Walliman 2011). Creswell (2007) stresses that the data collection process is a number of consistent activities aimed at obtaining data to answer research questions and to resolve the research problem. Creswell presents the activities in a circle shape (figure 3.2) which shows that the most important step is to find the organisation or people to study and to get access to start collecting information. The other steps are considered as essential requirements for collecting qualitative data and are interrelated with each other.

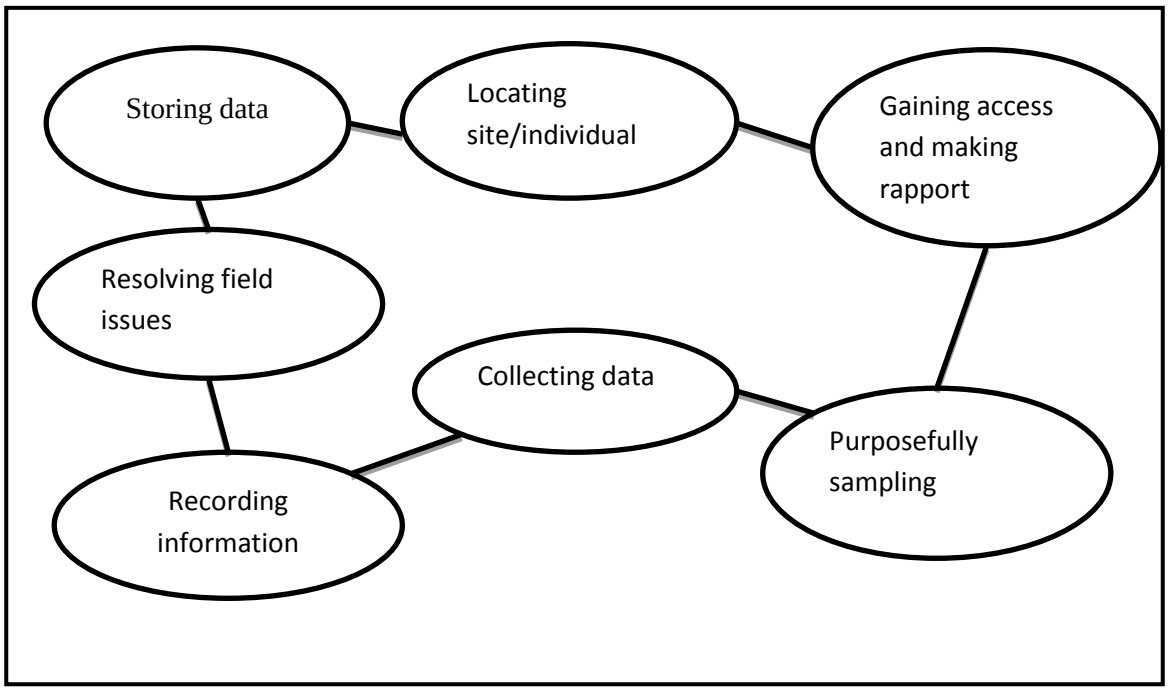


Figure 3-2 Data collection process (Creswell, 2007: 110)

The interview is the most broadly adopted method of data collection in qualitative studies (Creswell 2007; Thomas 2009; Walliman 2011; Bryman 2012). An interview is defined as a discussion with other people in which the researcher tries to get required data from them (Thomas, 2009), either managed by telephone or face to face (Whiting 2008). Yin (1994) points out that interviews are the crucial sources of case study evidence because case studies are about social affairs. Interviews can be operated in three ways: structured interviews, semi-structured interviews and unstructured interviews (Thomas, 2009). Accordingly, face to face interviews were conducted with Colleges' Deans, HoDs and teaching faculty. These interviews helped the researcher to delve profoundly into the topic of the research with interviewees. Moreover, interviews provided the interviewer and interviewees with a good opportunity to clarify questions with further questions for deeper probing.

In line with semi-structured interviews, focus groups were utilised to obtain more data from the college students. The focus groups method was used to obtain knowledge from groups of students about the influence of leadership on their learning attitudes (Thomas 2009; Bryman 2012). Moreover, the primary data were reinforced with secondary data extracted from colleges' documents such as college bylaws.

3.8.1 Semi-structured interviews

In this research, 24 semi structured interviews were conducted which included interviews with college Deans, HoDs and academic faculty in four CoTs in Oman. The exact number of interviews was based on the saturation of collected data (O'Reilly and Parker 2012). The researcher utilised semi-structured interviews because it was the main source for exploratory data (Ghauri and Grønhaug 2005). Moreover, semi structured interviews were utilised in this study to provide the research with in-depth information (Thomas, 2009; Bryman, 2012). It was the way of getting access to human attitudes, facts and opinions (Thomas, 2009). Ghauri and Grønhaug (2005) assert that the advantages of conducting semi structured interviews is to obtain more clear and accurate knowledge about the research topic. Thomas (2009) asserts that semi structured interviews work best when the points of interviews are scheduled accurately prior to interviews Thus, the questions for the interviews were derived from the behaviours of both transformational and transactional leadership approaches. They were also derived from the Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass 1995; Avolio et al. 1999a). Nevertheless, the questions for this research were open ended questions to generate more in-depth answers from the participants.

Moreover, the decision to collect data by means of semi-structured interviews with college Deans, HoDs and faculty teaching was based on the belief that semi structured interviews were the most appropriate means of reaching an understanding of the academic leadership reality and achieving the research objective. Semi-structured interviews seek to emphasise the attempt to let the interviewee tell their stories and allow open and closed ended questions (David and Sutton 2004). Likewise, this instrument allowed the researcher to ask more profound questions to understand interviewees' thinking about academic leadership and leaders' effectiveness in fulfilling academic requirements. Denzin and Lincoln (2011) stress the importance of asking clear and well-focused questions in order to understand the respondents' world. Semi-structured interviews offered an opportunity to illuminate and clarify the interviewer's questions when required (Thomas, 2009). McQueen and Knussen (2002) view this kind of interview as offering a rich provenance of descriptive information for interpretivists. Creswell (2007) and Patton (2002) emphasise the necessity of asking the questions in an informal and friendly manner in order to obtain accurate facts and opinions. Therefore, the researcher determined to use very simple terms and language in asking questions about leadership effectiveness by letting them speak freely in a safe environment.

Nevertheless, Silverman (2006) argues that semi structured interviews have two troubling issues, first of all, this method of interviews does not provide the researcher with direct access to the facts or events and actions. Secondly, it does not provide the researcher with direct access to interviewees' experience but instead provides indirect representations of their experiences.

In spite of those issues, Thomas (2009) asserts that interpretivists can get access to the meanings of interviewees' actions and words by dipping themselves in participants' "blinks, winks, hums and hahs, their nods and nose-blowing as well as listening to the actual words that are coming out of their mouths"(p.75).

3.8.2 Focus groups

Seven focus groups were employed in this research to interview the students of CoTs. Every college shared with two groups of students that consisted of over ten students in each group. Focus group method is the method of data collection that has been considered as a popular technique for gathering qualitative data over last few decades across an extensive range of academic and applied research area (Morgan 1996). The focus groups method was a research technique in a form of groups interview in which a number of participants were interviewed together on one table to discuss a particular topic (Bryman 2008). By employing the focus groups technique in this study, a larger number of students was involved in the study which provided them with a good opportunity to discuss their experience about the influence of academic leadership on their studying attitudes.

This study determined to employ the focus groups method for a number of advantages that have been stated in literature. Bryman (2008) points out that the focus groups method allows the researcher to elicit a wide variety of views at one time from a number of participants and it allows people to probe their peers' perspectives about the discussed topic. Moreover, in focus groups, the students can discuss other issues that related to leadership and

associated with their attitude in the colleges (ibid). In that respect, the role of the researcher is one of facilitating and moderating the discussion among the participants as “a marginal role rather than a pivotal role” (Thomas 2009: 170). Bryman (2008) points out that in focus groups, people argue some points of view which provide the researcher with an opportunity to reveal the reality from their argument. Likewise, this method allowed students to discuss the impact of leadership on their attitudes and examine the viewpoints of their colleague students without interference from the researcher (Ivey 2011). Morgan (1996) comments that argument and discussions in focus groups help the researcher to understand the complex elements of the researched phenomenon.

Despite these advantages of focus groups, Thomas (2009) stresses that some individuals may become more or less talkative than the other participants and some other people will take the lead and may dominate the discussion. Therefore, the role of the researcher as a moderator is vital in such situations by involving all participants to have their say and express their opinions (Morgan 1996).

In order to obtain maximum benefit from the focus groups, the researcher sets up the required number of groups and the size of each group prior to going to the field (Thomas 2009). Morgan (1996) argues that the typical group size is six to ten participants. This is because large groups are difficult to manage in some situations when the participants have different levels of experience of the research topic (Bryman 2008). Thus, the size of each group in this study was not more than ten students to obtain rich information in a manageable situation. Likewise, the number of focus groups was

determined to be not more than two groups in each college. This is because the data was expected to become saturated and that little new data would be expected to emerge after first conducted groups (Morgan 1996).

3.8.3 Documents interrogation

Alongside the primary data, some college documents were utilised to enrich the research with secondary data. This is because the findings of social researchers can often be underpinned by utilising a number of different data collection methods (Hox and Boeije 2005). The secondary data utilised in this research comprised some parts from the Bylaws of the Colleges such as the duties of the Deans (see appendix 4), task descriptions of the HoDs (appendix 5) and teachers' duties (Appendices 7, 8 & 9). It was important to use this documentary data in this research because gathering data from documents may represent facts which might be different from people's personal perspectives (Thomas, 2009). The documents data was essential for understanding and comparing people's behaviours in the CoTs with their tasks in the colleges' Bylaws. The colleges' Bylaws provided the researcher with an opportunity to understand the relationship between the tasks of the Deans, HoDs and their leadership approaches. The Bylaws represent the main institutional document which interprets the influential role of the Ministry of Manpower (MoMP) on the entire performance of the CoTs (Bryman 2008). The Bylaws illustrated the framework of the leaders' tasks that represented institutional pressures on their approaches to achieving their goals and plans. Accordingly, the documents provided the researcher with a wider understanding of the link between the leaders' behaviours and followers'

expectations (Scott 1990). Along with the leaders' and teachers' duties documents, some documents about students' works were collected to compare with the collected data from the focus groups. The students' work documents were collected from their participation in departmental magazines in order to understand the impact of the colleges' leadership on students' learning. Moreover, students' documents provided an opportunity to triangulate the research data by comparing them with the primary data from the interviews and focus groups

However, it is worth noting that gathering data from documents is entirely different from gathering data from people (Thomas, 2009). Gathering data from documents requires different skills to interpret the contents and synthesise or compare it with other collected data (Bryman 2008). Nevertheless, the secondary data in this research were solely utilised to interpret the primary data; hence, the secondary data in this research was limited. Therefore, the documents analysis in this study was integrated within the analysis of the primary data.

3.9 Techniques of Data Analysis

The researcher utilised a thematic technique to analyse the research data. The methods of data analysis in qualitative research are concerned with understanding the meanings of spoken language (Ghauri and Grønhaug 2005; Bryman 2008). This is because qualitative data analysis methods place the emphasis on the embedded meanings between verbal utterances of participants that lead to answering research questions (Bryman, 2008; Thomas, 2009). There are, however, more than one method to analyse qualitative data which includes a thematic analysis method, grounded theory,

discourse analysis and content analysis. The decision for choosing an analysis method is made according to the research objectives (Walliman 2011).

Thematic analysis is accomplished by a number of steps that are illustrated by Braun and Clarke (2006).These steps of Braun and Clarke (2006) were followed but were greatly facilitated by utilising a computer software called the Computer-Assisted Qualitative Data Analysis (CAQDAS). The package of Nvivo was chosen as a software programme to analyse the data. This package was freely available from the University of Bradford for all post-graduate students. Section 3.9.1 presents comprehensive details about using CAQDAS in this research.

To restate, a thematic analysis method was used to analyse the data of this research in order to achieve the research objective. A thematic analysis approach is characterised as flexible and useful for qualitative research (Braun and Clarke 2006; Esmaeili et al. 2014). Hence, the importance of a thematic analysis approach lies in capturing fundamental spoken chunks that are related to the research questions (Vaismoradi et al. 2013).

Thematic data analysis was chosen for a number of reasons. First of all, it is a flexible, easy and a quick approach to be learned. Secondly, it is accessible to either experienced or non-experienced researchers. Thirdly, it can usefully summarise key elements of a large data set. Fourthly, it can highlight similarities and differences in large datasets. Finally, it can generate unexpected insights (Braun and Clarke 2006: 6).

The analysis process was accomplished by following a number of steps; first of all, the researcher uploaded all audio recorded interviews and focus groups to the Nvivo programme in my computer. The Nvivo software has a facility which allows for listening to the audio recorded interiveiws in different speed modes. This assisted the researcher to listen to interviews in different speads. Thus, the researcher listened to each interview in a slow mode more than one time. The slow mode assisted the transcribing of the interviews and focus groups accurately without missing utterances. Accordingly, transcribing process has been done electronicly by sitting in front of the computer (Bryman 2008). Then, the researcher familiarised himself with the collected data by transcribing interviews and then reading them several times to note down initial ideas. Then, initial codes were generated to represent a range of emerging themes from the data. For Nvivo, coding was accomplished through nodes (Thomas 2009). A node is a collection of references about a precise theme (Bryman 2008, p.569). The coding process was completed by highlighting revlevant texts in transcriptions and dragging them over to appropriate nodes. Then the nodes were collated to broader categories. Then, key themes were established by collating codes into potential themes and gathering all relevant data into appropriate themes. After that, the themes were reviewed and checked and then organised into broad categories using a form of theme mapping (Braun and Clarke 2006; Thomas 2009). Then, the Nvivo codes were conveyed to a word document in order to organise them for the research report. Finally, the themes were defined by naming them appropriately. These represented the key findings from the interview data. The research themes were created to emphasise the

answering of the Research Questions (RQ). Thus, the themes were 1. The leadership approach of the Deans and the HoDs; 2. The impact of leadership approach on teachers and students; 3. The leadership challenges. Each of these themes emphasised the linking of collected data with literature to answer the RQ. The final step of data analysis was the production of a research report of collected data that was related to the research questions and the literature (Braun and Clarke 2006).

Braun and Clarke (2006) argue that writing the report of a qualitative study is part of the analysis process that relies on the understanding of the researcher of the collected data. Therefore, the collected data was presented in a narrative format. A narrative approach is "an approach to the elicitation and analysis of data that is sensitive to the sense of temporal sequence that people, as tellers of stories about their lives or events around them, detect in their lives and surrounding episodes and inject into their accounts" (Bryman 2008: 556). The narrative method is a coherent structure that provides the broadest and deepest understanding possible of people's lives in a storied form (Coffey and Atkinson 1996; Riessman 2005; Frost 2009; Bryman 2012).

3.9.1 Using computer software to analyse qualitative data

Over the last few decades, the computer-assisted qualitative data analysis software or CAQDAS, as it is conventionally abbreviated, has been significantly improved to be utilised widely worldwide in analysing qualitative data (Bryman 2008; Woods et al. 2016). The CAQDAS is a software that was developed to assist the researchers to analyse their qualitative data but it is not substituting the role of the researchers' minds because the researchers are the main tool for analysis (Denzin and Lincoln 2005). Thomas(2009)

argues that the intelligent reading of the researchers is the key analysis tool; thus CAQDAS is merely an assistant tool to assist the researcher to make it faster than relying on manual means. Obviously, over recent years, the availability of CAQDAS software of qualitative data has increased. Today researchers can choose one of several programmes such as Nvivo, QDA and Atlas/ti (Leech and Onwuegbuzie 2011).

The Nvivo software programme was used in this study to assist the researcher to analyse the obtained data. It assisted the researcher to upload audio interviews records, transcribe the interviews and focus groups by listening to them on a slow mode through more than one time and finally coding the data and aggregating the codes. All the process of analysis could be done while sitting in front of computer because CAQDAS is unlike manual methods; CAQDAS is done electronically on the page of the analyses programmes (Bryman 2008). Moreover, the Nvivo programme was chosen for this qualitative research because it supports analysis of data obtained through interviews and focus groups (Woods et al. 2016). Furthermore, the decision to utilize Nvivo package in this study was because CAQDAS could make the coding and retrieval process faster and more efficient than a manual method. As well as this, CAQDAS software programmes assisted the researcher to be more explicit and reflective about the process of analysis (Bryman 2008). (See appendix 12 for sample analysis of the interviews and focus groups by using Nvivo 10).

3.10 Ethical Considerations

Ethics relates to the principles of right conduct in each situation and avoidance of malpractice (Thomas, 2009). These principles were considered throughout the process of this research, particularly during data collection in the field, data analysis and dissemination of the research (Creswell, 2007). The researcher understood that the data collection process and that results should not cause any embarrassment, disadvantage or any sort of harm to any individuals or organisations that participated in the research. Therefore, it was important that the ethical implications of the proposed study were considered from the earliest stage so that the very best practice was employed in conducting this research (Ghauri and Grønhaug, 2005).

Accordingly, a number of ethical principles were considered and implemented:

1- Whether there is harm to participants;

2- Whether there is a lack of informed consent;

3- Whether there is an invasion of privacy;

4- Whether deception is involved (Bryman, 2012).

Informed consent of participants was obtained by asking them to sign consent forms (See Appendix 3). Participants were also informed of their right to withdraw at any time and that they had the right to remove their data from the research (Esmaeili et al. 2014).

3.10.1 Ethics approval

The first step to do the field work was the obtaining of approval from the Ethics Committee of the University of Bradford. It was the first crucial step to the researcher to protect himself as a researcher and ensure the safety of the research participants. After obtaining the ethics approval from the University of Bradford, the researcher obtained more than one informed consent in order to conduct this research in the Colleges of Technology. First, the researcher obtained consent from the Ministry of Manpower (MoMP) to permit access to CoTs. The General Director of CoTs told the researcher that he had sent emails to the four CoTs to facilitate the researcher's task. This is because the colleges would not allow the researcher to conduct the study without prior official approval and endorsement from the ministry.

Second, participants' consent was obtained through signing a consent form that highlighted the confidentiality of this data and the rights of both the researcher and participants. The advantage of the consent form was to inform the participants about the nature of the research and the implications of their participation. Furthermore, such signed forms protect the researcher from any possible repercussions at a later stage (Bryman, 2012). Confidentiality and anonymity were maintained in this research by ensuring privacy and security of collected data (ibid). Therefore, the informed consent included details that included the required information of my study such as:

- The nature and the purpose of this research, including the nature of its methods.
- Expected benefits of this study in for both organisations and individuals.
- Possible harm that might be caused by the study.

- The consideration of ethics procedures that must be followed by the research.
- Brief information about confidentiality and anonymity and how data would be recorded, stored and when it would be securely destroyed.
- An option for potential participants to choose to take part in the research or not.
- Information about how a potential participant could withdraw from the study at any time (Bryman, 2012; Thomas, 2009).

3.11 Methodological limitations

Some of anticipated limitations emerged during the field work from more than one direction. First of all, most of the Deans were specifying a certain time for interviews but then they often changed their minds because of sudden urgent eventualities that emerged delaying the researcher's interviews schedule. Nor were the interviews with teachers straightforward tasks because many of them declined to participate in the research due to personal circumstances as well as their overloaded timetables.

Likewise, conducting focus groups with college students was not an easy task because the students were very busy with their studies for most of their studying days and when they had free time, they were utilising it in doing their assignments. They were committed with their full timetables and their break time was not long enough to obtain sufficient data for my research. Furthermore, speaking with students about the impact of academic leadership on their learning attitudes led some of them to speak about their personal issues with the college leaders. Therefore, I was very careful to not

waste time on non-associated matters thus, I was pulling them back to related issues.

The other limitation of this study was involving academics and disregarding non-academic employees. This research has been proposed to explore the characteristics of effective leadership from the perspectives of academics therefore, the research sample emphasised academic leaders, teachers and students. Accordingly, the researcher was very clear with all participants and other employees at the CoTs that the research mainly focused on academic rather than administrative departments.

3.12 Summary

This chapter has presented the elements of the research design following the 'onion' process which has been adopted to outline the sections of this chapter. The first section is the introduction of this chapter that provides the readers with the chapter's structure. The second section justifies the research objective and questions. The third part of this chapter justifies the philosophical paradigm of interpretivism as appropriate for this study. Based on the nature of this research and its philosophy, it is argued that a qualitative method and case study were the suitable methods for this research. Consequently, the sampling approach was purposeful sampling which has been discussed in the seventh section as the most suitable for this qualitative study. Consequently, interviews and focus groups were argued as the suitable means for the qualitative data collection. Thematic technique has been discussed and justified to analyse the research data. Then the next section has illuminated ethical considerations of this research. Finally, some

methodological challenges during data collection were addressed at the final part of this chapter.

Chapter Four

Data Analysis

4.1 Introduction

The purpose of this chapter is to provide an analysis of the research data that was obtained from interviews and focus groups to highlight the key findings and themes. The data analysis presented in chapter 5 and 6 maps out the answers to the research questions. This chapter comprises four sections. The first section (4.2) presents the insights of the Colleges' Deans about their leadership approach and challenges that obstruct their work. The second section (4.3) presents the leadership approach employed by the Head of Departments (HoDs) and challenges that hinder their task as the middle line of leadership. Section (4.4) presents the views of the teachers regarding the interaction between their daily performance and the leadership approaches of the Deans and the HoDs. The fourth section (4.5) presents the results of focus groups to present the students' insights about the impact of leadership on their learning attitude. The last section of this chapter is (4.6) that summarises and concludes the key points of this chapter.

As discussed in the methodology chapter section (3.8), the data is presented in a narrative analysis approach that presents four narratives, the narrative of the Deans, the narrative of HoDs, the narrative of teachers and the narrative of students. Narrative approach is "an approach to the elicitation and analysis of data that is sensitive to the sense of temporal sequence that people, as tellers of stories about their lives or events around them, detect in their lives and surrounding episodes and inject into their accounts" (Bryman 2008: 556). The narrative method is a coherent structure that provides broadest and

deepest understanding possible of people's lived experiences in a storied form (Coffey and Atkinson 1996; Frost 2009; Bryman 2012). The four narratives of this chapter will be drawn together in the following chapter which discusses the key findings of this research with reference to the literature where this is appropriate.

4.2 The Deans

As stated in the methodology chapter, all the Deans of the CoTs are Omanis; one of the Deans explained that before the incidents of the Arab Spring in 2011 (O'Rourke 2011), the majority of the Deans were not Omani. Then the Ministry of Manpower (MoMP) decided to substitute non-Omani Deans with Omani Deans in order to help the government to sort out the protesters'' issues because many of the HE students were engaged in that incident. Another Omani Dean recounted how they were instructed by the MoMP to run the colleges as per the Colleges' Bylaws in order to avoid any conflict with the students and the communities at that time. Thus, most the Deans started the interviews with a brief introduction about their duties and tasks in the CoTs. They related how their leadership approach was highly influenced by the instructions of the MoMP which was considered as institutional pressures . They asserted that their entire leadership approach was shaped by the instructions from the MoMP. They illustrated that their duties were extracted from the Bylaws of the CoTs that comprised two key phases, internal duties to control the entire performance of the colleges and external phase to strengthen their relationships with other organisations (See Appendix 4). In respect to internal tasks, they focused on leading Human Resources, financial affairs, students' affairs and administrative affairs. Both

internal duties and external duties went together in line to achieve their colleges' goals. This is explained further by two of the Deans who argued that having good relations with other public and private organisations held equal importance as their internal duties did. The Deans asserted that external tasks were to create relationships with their regional institutions of private and public sectors to support the colleges in smoothly achieving their internal duties.

Internally, the Deans were influenced by the institutional guidelines from the MoMP to run the colleges as per the Bylaws. Therefore, they employed transactional methods to avoid any deviation from the requirements of the Bylaws and the MoMP. Each of the Deans asserted that they were responsible for supervising the achievement of college plans and for following up the performance of academic departments to ensure the smooth running of the colleges. Their tasks are extracted from the article number nine (see appendix 4), in the College Bylaws (Ministry of Manpower 2004: 12):

> *"He/she will be managing the academic, administrative and financial affairs of the college in a way that ensures the smooth running of the college, according to the Bylaws".*

The last phrase of the above statement exhorts the Deans to run the colleges smoothly to achieve their goals and plans as per the Bylaws. All the Deans confirmed that they should run the colleges as per the requirements of the Bylaws. They justified following the statements of the Bylaws in order to protect themselves from many difficulties or deviations because the Bylaws

consisted of clear guidance to control all colleges' domains. Accordingly, most the Deans asserted that the colleges' Bylaws were the main reference that provided them with clear guidelines to achieve their daily tasks successfully.

Furthermore, two of the Deans explained how the institutional requirements influenced their relationship with their followers in the Cots. They admitted that running the colleges smoothly was not just the Deans' task but rather the shared responsibility of all members of HoDs, Head of Sections (HoSs) and teachers who were accountable for collaborating with the Deans to run the colleges successfully. The two Deans exhibited their transactional leadership approach with their teachers; they emphatically did not expect their teachers to come up with innovative ideas in their work. The Deans stated that every individual could share in organisational success by doing their tasks successfully as per the colleges' expectations solely. The Deans suggested that they expected their HoDs and the teachers to do their tasks exactly as specified by the Bylaws (See appendices 8 & 9). The Deans asserted that effective leaders provided their employees with clear guidelines and tasks in order to achieve their goals effectively. Therefore, every individual employee at the CoTs is provided with clear tasks to be achieved within a certain time as per their action plan. This is in line with the conceptualisation of the transactional leadership approach (Bass 1985) that the leaders and their followers are agreed on what is to be achieved within a specific time framework.

Consequently, most of the Deans demonstrated that each college had its own operational plan that was achieved by breaking it down into action plans

to be implemented by individual academic departments. Two of the Deans elaborated on how even their plans were provided by the MoMP to be achieved literally and without any changes. They were not authorised to change them; rather, they had to attain them as scheduled and prove their achievements. They explained that the operational plans were extracted from a strategic plan that was formulated by the MoMP. The strategic plan is changed every five years by the MoMP whereas, operational plans are formulated to be achieved within one academic year. At the end of the academic year, the Deans require a report from their HoDs to evidence the achievement of their plans by presenting their Key Performance Indicators (KPIs). Accordingly, the Deans explained that adopting transactional leadership behaviours was the only method that helped them to lead multi-national employees to achieve their plans and provide KPIs properly.

At departmental level, three of the Deans said that they had regular meetings with their HoDs to supervise the achievement of the action plan of each department and make sure that they were in line with the operational plan of the colleges. Moreover, it was understood from the Deans that ensuring the achievements of the action plans should be evidenced by the KPIs. The KPIs are documents that were provided to provide evidence by means of the indicators that they had achieved their plans successfully. The KPIs provide the MoMP and Quality Assurance Unit (QAU) at the ministry with clear indicators of the quality of the performance of CoTs throughout the academic year. The majority of the Deans explained that each CoT had a QAU to investigate the quality of KPIs and whether the college had achieved and implemented their action plans or not. Some Deans also said that their

performance as college Deans was evaluated by the MoMP according to the quality of their achievement in terms of their operational plans and as per the Bylaws. Therefore, the Bylaws and the operational plans were considered as the key reference points for the Deans to follow. Hence, the interviews illustrated that the leadership approaches of the Deans were consistently defined by two documents namely, the Bylaws and the operational plans. The Deans ran their employees and their academic departments as per the requirements of the Bylaws and in line with the instructions of the General Director at the MoMP. The following excerpt explains the Deans' tasks:

> *Well, first of all the responsibilities of the dean are stated clearly in the Bylaws that is to lead this college and to monitor the college departments with the admin and finance and also we have another section which is students affairs and also to follow the projects of this college and to communicate with the ministry and contribute in the deans'council to follow the decisions taken from the deans' council and try to implement them in the college. Also, to follow up the performance of the students and also to supervise the performance of all admin, academic and non- academic staff in the college. This is I can say as a brief of responsibilities. And also one more important point, it is the link between the college and the industry field, this is one of the major responsibilties. Our links with private sector is important to exchange benefits with them. We need them to train our final year of students. Moreover, we sometimes get patrons for some of our activities such as providing*

us with some important needs for symposiums, conferences and other students' activities.

Moreover, some of the Deans exhibited their transactional tool to follow up and avaluate their employees' performance. They suggested that, as per the Bylaws their evaluation system and staff performance appraisal was crucial to assessing the performance of their employees. The Deans associated leadership effectiveness withthe leaders' ability to follow up the performance of their employees. Therefore, they paid considerable attention to the importance of the performance appraisal in order to understand the strengths and weaknesses of their employees. Two of the Deans overemphasised the importance of the evaluation system to follow the performance of the employees and to understand their weaknesses. This is in line with the transactional leadership behaviour (active and passive management by exception) because the Deans were concerned about identifying performance' errors in order to correct them immediately or even after errors had occurred (Bass 1985). The Deans asserted that Most of the Deans agreed that they were responsible for evaluating the performance of their HoDs because as a consequence of the colleges' structure (Figure 1-1). The evaluation was a top to bottom managed process. For instance, the Deans were evaluated by the General Director (GD), the HoDs were evaluated by the Deans and the HoDs evaluate their HoSs and their teachers. Subsequently, the Deans evaluate their HoDs by filling up a performance appraisal every academic semester and sending them to the GD at the MoMP. The Deans were responsible for providing the GD with full reports about the performance of their HoDs whereas, the HoDs were responsible for

evaluating their employees and providing the Deans with full reports about their performance. Despite the top down leadership process that was adopted by the Deans because of the institutional pressures from the MoMP, the Western HoDs adopted transformational leadership behaviours and their evaluation process was entirely different. They were discussing evaluation reports with their teachers to come up with an agreed and fair report shaped by both HoDs and their teachers; hence, their standpoint regarding evaluation system was different than the Omani Deans as illustrated throughout the next section of narration (section 4.3).

In terms of external responsibilities, the Deans asserted that effective leadership created good bonds with the private and public sector around the college in order to exchange benefits with them. Therefore, they said that they were responsible for creating strong bonds with private firms and industries in order to exchange benefits with them. Nevertheless, most the Deans asserted that creating external bonds with other organisation was a requirement in the Bylaws. They explained that one of the colleges' policies was to have three members from the private sector on each colleges' board of directors. The external members supported the relations between the CoTs and private sector organisations. They collaborated with the Deans to set out plans to exploit their relationships with regional firms and industries to support the college activities. A Dean said that the role of external members was very crucial for facilitating the exchange of benefits with many of the local firms and industries because they had a good network with them.

Some of the Deans described some benefits that were exchanged with private organisations. For instance, three of the Deans stressed the

importance of the private sector in training students, they confessed that one of the key goals of the colleges was the training of the students practically at private enterprises and industries to improve their labour skills. Therefore, the Deans confessed that their external members at college councils played a key role in getting sufficient places for their students because the colleges faced some difficulties from those organisations in training their students. Two of the Deans explained that many firms in the private sector declined to train the students because they were worried about the quality of their work. Additionally, the external members assisted the colleges to obtain funds and patrons from the private sector to sponsor some of colleges' projects and activities.

In return, the colleges provided the private sector with courses in Information Technology (IT) and some courses in engineering such as AutoCAD. One of the Deans added that his college provided a number of English classes to Omani labourers from private and public sectors and that this contributed significantly to improving their English language proficiency. All offered courses were performed by experienced teachers in the CoTs. Two of the Deans stated that they had taken some organisational procedures to provide those courses such as reducing the work load of teachers and substituting them with training classes. As well as this, the colleges had to allocate particular rooms for training courses that were furnished with the requisite training and teaching equipment. One of the interviewees said that they faced a challenge in providing the courses to the private sector on the normal working days, as they faced some administrative difficulties with the adequacy of their resources because their student numbers were over their

capacity. Therefore, they attempted to offer courses for the external organisations over weekends or at evening time.

With the purpose of leading multi-national teachers in the CoTs, the Deans introduced their transactional leadership approach from the first working days to the their new teachers. Some of the Deans acknowledged that they relied heavily on induction programmes on illustrating tasks and duties to new teachers. This is because the new non-Omani teachers were not aware of the Omani culture and working practices of the CoTs; hence, the induction programme was crucial for providing them with the necessary information. Consequently, most the Deans emphasised the importance of the induction programme to illuminate the key elements of their working system. The Deans were concerned about the induction programme as a transactional tool to clarify the work plans and their methods to achieve them as per the Bylaws.

Some of the Deans stated that they had created a good relationship with their employees from the first day of the induction programme because they spent a long time with them to answer their inquiries. Besides, the first part of the induction programmes was actually presented by the Deans to welcome the new teachers, introduce themselves and to pass their personal message and their vision clearly to the teachers. The message of the Deans implied their vision, mission and their approach of work in order to achieve their plans. Two of the Deans asserted that within their welcoming word, they concentrated on the importance of following the college rules and plans on achieving daily tasks. Most of the Deans perceived leadership effectiveness as illuminating the colleges' vision, mission and goals explicitly during the

induction programmes. They justified their transactional approach as being crucial for providing their employees with clear milestones towards accomplishing their tasks efficaciously. Some of the Deans said that their new employees got sufficient sessions that explained all they needed to know about any aspect of working at the CoTs. However, another Dean admitted that the induction programme could not cover all parts of the working system. For this reason, the role of academic departments was essential for clarifying the details of teachers' duties. At the end of the induction programme, the employees were provided with a guide book that included the colleges' vision, mission, goals, rules and general tasks of the employees as stated in the Bylaws (Appendices 8 and 9).

However, two of the Deans explained that they had good relationship with their employees; hence, they saw the importance of the induction programme as providing an opportunity for engagement with new multinational employees to create a good relationship with them. They displayed a friendly manner to create a collaborative working environment from the first day and to reflect a good image of the working environment. Therefore, the Deans asserted that they welcomed new teachers and provided them with all they needed to support them such as provisional accommodation and transportation. Moreover, one Dean added that during the induction programme he was playing the role of a supporter, not of a boss, to break managerial barriers between him and his new employees. This is because some Asian teachers came from very hierarchically driven contexts; hence, the induction week was supposed to be a good opportunity to get all teachers and leaders together regardless of their backgrounds. Nevertheless, two

Deans did not express their strong role in the induction programme; instead, they relied on the HoDs and committees to support the task of the induction programme. They admitted that they were not spending much time with their new teachers at induction week because it was not their job; rather it was the task of the HoDs. In the course of the interviews, the Deans emphasised the importance of achieveing their colleges' tasks properly through following their work plans literally. Thus, they exhibited their transactional relationship with their employees from the first week of new employees' employment.

As mentioned earlier, the majority of the employees of the CoTs are non-Omanis from a variety of nationalities, and because of this, some of the Deans asserted that the CoTs did not discriminate between the teachers from different ethnicities but rather, that they worked together as a team. A Dean explained that every effective individual employee participated in accomplishing the colleges' work either through doing their tasks of teaching or by contributing in academic committees. Subsequently, a Dean asserted that effective leaders were able to recognise and blend distinguished multi-national employees in working committess to share their experiences. As per article number 16 in the Bylaws, the Deans and college councils should create a number of ad-hoc committees that have different tasks to do in the CoTs (Higher College of Technology 2017b). A Dean explained that most of the committees were made up of multinational teachers except for certain committees such as administrative committees which consisted of Omani employees only because they discussed their non-academic issues in Arabic. Nevertheless, two Deans explained that the committees were considered as the transactional tools that were employed by the Deans to monitor the

performance of different domains at the CoTs. The committees assisted the Deans to supervise and monitor the implementation of the Bylaws. For instance, assessment committees, students appeal committees, graduation committees and other committees that were responsible for following particular work domains of the CoTs. Most of the Deans admitted that the task of these committees was not to change the working system; rather; their task was merely to suggest implementation plans and to follow them. Therefore, two Deans explained that engaging teachers from various countries worldwide in committees could yield novel ideas that contributed to improving their performance but not to changing the working system or adapting it.

Nevertheless, two Deans justified their transactional leadership approach by confirming that the CoTs were not autonomous and that their entire work was under the control of the MoMP. Therefore, the Deans asserted that they expected their employees to do their work only and not to exceed beyond specified tasks. They explained that the experiences of their multinational teachers were not being exploited effectively in the CoTs because the colleges had rigid working systems that were laid down by the MoMP. Moreover, the colleges were not allowed to change the policies, rules or working systems because they were public colleges under the control of the Ministry of Manpower (MoMP). In fact, the MoMP was the only organisation that was allowed to change or modify the working systems of the colleges. This was supported by another Dean who said that the CoTs were governmental colleges and that consequently, the teachers' experiences could be drawn on to implement the rules but not to modify the working

system. The Dean added that the teachers had to adhere to their assigned tasks and achieve them as planned. Therefore, all the Deans agreed that the role of teachers and committee members were simply to implement college plans not to make new decisions or to change their policies, as the following excerpt demonstrates:

> *I think we are not doing very well in benefiting from different experiences of multi-national employees because we have our own system and we expect everyone just to follow our system and that really doesn't make use of their backgrounds and their experiences but may be their departments do and I don't want to blank it. I think there are a lot of rooms for us to make use of their experiences and their different backgrounds in forming the way we do things and we have in some parts where we do curriculum, we have had committees of people working on following the quality assurance of teaching and learning.*

Most of the Deans said that having a working system that relied on clear Bylaws would provide the employees with a safer environment to work in because the employees would work on reaching clear milestones to achieve particular goals. Therefore, the colleges were not exploiting teachers' experiences efficiently because the working system did not accept any changes. Most of the Deans asserted that the teachers were required to employ their experiences merely to achieve their designated tasks. This was illuminated by some of the Deans that providing multinational teachers with their tasks could ensure that they would not deviate from their main tasks and

from the colleges' expectations. Unlike Omani Deans and HoDs, the Western HoDs provided their employees with greater scope to share in the leadership process by coming up with novel ideas, whilst the Omani Deans were more restricted and instructed their teachers to be creative only in teaching and not in any other area. A Dean suggested that the teachers could be more creative when they were provided with clear duties and plans to achieve; their creativity and experience could be used within the colleges' expectations and as per the Bylaws; the following excerpt explains an insight of one of the Deans:

> *Well, I believe that when you give them the responsibility and the freedom to do work and then you set up some clear expectations or goals then they will accomplish that without your daily observing them or at every action bases then they will contribute more and they will be more innovative because they feel that this is their own initiative and they are more connected to this work.*

However, some aspects of the working system had not been accepted by all teachers because the working system specified the entire range of duties of the teachers and coerced them to do specific activities. Therefore, in contrast to the Asian and Omani teachers who were mainly accepting of the working system, Western teachers found it difficult to cope with it because it constrained their freedom as academics. A Dean explained that it is easier to lead the local and Asian teachers because they accepted the instructions without discussion, whereas, the Western employees preferred to discuss the new decisions with us. Therefore, some Deans stated that they always

engaged in arguments with their Western employees regarding the working system. For instance, a Dean presented an example where he engaged in an argument with a Western teacher regarding some areas of the working system. The areas of argument revolved around the teaching load at the CoTs that was almost eighteen teaching hours a week (See Appendix 7). Besides, the working system of the CoTs required the teachers to register their attendance and their leave every day for seven hours. Their attendance is compulsory otherwise a deduction is made from their wages, unless they submit a valid excuse for their absence. Therefore, the Western teacher suggested some improvements to the existing working system such as reducing the teaching hours and substituting them with time for students' advisory and research purposes. Moreover, the teachers suggested that their attendance could be only for the work purpose and when they finished they were able to leave. Nevertheless, the Dean asserted that he rejected all the suggestions of the teacher because they were assigned by the MoMP; hence, all teachers were requested to do their duties as per the Bylaws. The Dean asserted that they were not authorised to adopt the suggestions of the teacher because they should follow the instructions of the MoMP otherwise the Dean would be involved in investigations and further managerial troubles from the QAU. Moreover, the Dean added that his college had a shortage of teaching staff and therefore all teachers had to collaborate with their leaders to substitute for the shortfall. The Dean perceived that the only solution was to increase teaching loads until the MoMP supported the college by appointing new teachers. Therefore, there was no way to change the working system. Despite this, such a legalistic approach was not accepted by the

Western teachers. Subsequently, the Deans perceived that leadership effectiveness lay in sticking to the colleges' systems in order to satisfy the different needs of multi-national teachers as per the Bylaws and to go in line with the system of other CoTs. Similarly, another example was presented by another Dean about the teaching materials and text book that were utilised to teach English at the foundation level which was not accepted by an Australian teacher. The teacher suggested changing the current text book because it was above the level of the students and substituting it with other teaching materials. However, the Dean stated that he could not accept her suggestions without submitting them to the Deans' council at the MoMP. Thus, he asked the teacher to write her comments to be discussed in their meeting with the GD at the MoMP. Moreover, the Dean added that the Australian teacher suggested that academic teachers should come only at the time of their work rather than coming for a full day and to exempt the teachers from signing their attendance and leaving in order to come and go whenever their work required. Nevertheless, the Dean rejected her suggestion and justified that attendance reports were followed up by the MoMP; thus, they had to show the attendance reports to the Ministry every month. Moreover, attendance reports were crucial because they affected employees' monthly wages. Eventually the Western tradition teachers accepted this system because they knew that they could not change it; as well as this, their salaries depended on the number of attended working days. It is further illustrated by a Dean who stated that the teachers had to attend twenty days a month otherwise their absences would result in deductions

being made to their salaries unless they had a valid excuse or had been granted leave.

Subsequently, the Deans confessed that many of the Western tradition teachers left the colleges and did not renew their working contracts; they looked for a better working environment that matched their academic needs. The Deans admitted that the CoTs lost many good Western teachers that in turn influenced the colleges' performance negatively. This is because most of the English teachers at the CoTs were not native and this created another problem for teaching English by non-English teachers. This trouble has been supported by some students who suggested that they were struggling with the speaking intonation of their teachers because they were not native English teachers.

Most the Deans acknowledged that they employed staff appraisals as a leadership tool to evaluate employees' performance. The evaluation system at the CoTs was considered by most of the Deans as a proper approach to recognising the performance of their teachers because it covered many of the performance domains. The staff appraisal system was formulated by the MoMP to track the performance of all college employees. Therefore, most of the Deans asserted that they got it ready-made from the MoMP to be filled up, endorsed by the Deans and then returned to the Ministry to take appropriate action against all employees. The evaluation system aimed at monitoring the employees' performances inside their classrooms and labs; hence, the staff appraisal consisted of specific elements that evaluated employees' performance, contribution in colleges' activities and appearance. Most of the Deans acknowledged that as per the MoMP's policy that staff

appraisal was the official method of assessing the quality of the staff performance and evaluated the performance of all college employees. Therefore, they had to evaluate their staff twice a year in order to track the performance and achievements of the workforce.

Nevertheless, the Deans confessed that the staff appraisal was a subjective evaluation because it relied on the leaders' points of view about employees' performance throughout the academic year. One of the Deans explained that the HoDs evaluated their teachers because this was their duty and also they knew the performance of their teachers more than the Dean. Thus, evaluation of the teachers' performance relied on the HoDs' perspectives. At the end of the evaluation appraisals, the HoDs and the Deans respectively wrote up their reports about evaluated employees to the MoMP. Some of the Deans illustrated that their recommendation consisted of extra training for their teachers or sometimes it comprised warnings to some weak employees who had failed to improve their work. However, a Dean admitted that very few teachers were considered as weak or had failed to improve because many of the teachers performed well and they were willing to follow their work expectations as suggested by the colleges. Besides, two Deans suggested that they appreciated their more effective teachers via rating their performance as high and nominating them to get an incentive reward from the MoMP.

The Deans emphasised their transactional leadership approach in motivating their effective employees. They illustrated how exchanging rewards for good performance was motivating their teachers to work harder to achieve their work goals. The Deans explained that effective employees were

recommended by the Deans and HoDs to be rewarded by the Colleges and the MoMP. Accordingly, all the Deans agreed that they had two sorts of rewards, incentive rewards by the MoMP and appreciation certificates by the CoTs at the end of the academic year. The reward from the MoMP was an incentive reward that was granted to three effective employees from each college every month. They were nominated by the HoDs and endorsed by the colleges' Deans and the nominations were then sent to the MoMP to grant them the rewards. A Dean explained that the granted incentive reward to employees was a sum of money that was equivalent to a basic monthly salary of the rewarded employee. In contrast, the rewards of the colleges consisted of appreciation certificates. The colleges were not authorised to grant incentive rewards to any employee because these were under the control of the MoMP; hence, the Ministry was the only authority that could grant incentive rewards. These sorts of evaluation and rewards systems were legalised by the Colleges' Bylaws and known by all employees. Thus, the rewarding system had a significant impact on employees' performance, particularly the monthly reward because it was a sum of money that was given instantly to selected people. Some of the Deans asserted that incentive reward had a tangible influence on teachers because most of the teachers preferred incentive rewards, particularly Asian teachers, because it increased their income. Also, the rewarded teachers were announced on honour boards at the colleges that improved their morale and motivated other teachers to devote more effort and compete to be rewarded at the next month, as the following excerpt explained:

We do recognise excellent people of staff, top 3 from each department, and if there is some exceptional works that is done out of this then we recognise it through the staff of month or employee of the month. And we also recognise other initiatives in the end of the year where we have people who contribute in special tasks. These types of awards encourage the teachers to work hard and compete to get it every month. So, it is a standard process we have to go with everyone. For the weak teachers, we inform them and we also give them a chance and give them a report to see their performance and they get feedback and get a chance to make up for and improve their performance but then if that doesn't improve we do terminate them.

With reference to the relationship between the Deans and their followers, the above excerpt shows that the Deans had a specific system to distinguish between weak and effective employees via the evaluation system. Subsequently, the weak employees get a report that explains their performance and how to improve it. Thus, most the Deans supported this approach as per the Bylaws; they never terminated weak teachers from the first evaluation, rather the teachers were given three chances to improve their performance. Therefore, they were given internal training by attending some classes that were conducted by experienced teachers and internal workshops within their departments. Training workshops were carried out internally by experienced teachers in order to encourage all teachers to learn from each other. However, termination system is applied when new teachers

who are on their probationary period and are recognised as weak teachers or that their skills are lower than the colleges' expectations. The warning period is identified by the colleges' policy as a probationary period that is between three to six months of the first semester for the new teachers. Two Deans explained that they monitored the performance of new teachers for the first six months in order to make sure that the teachers performed as per the colleges' rules and expectations.

Even though the Deans stated that they followed a rigorous system to run the colleges smoothly, they identified a number of unpredicted challenges which emerged and which influenced the entire performance of CoTs negatively. One of these challenges that faced most of the Deans was the sudden decision by the MoMP to increase the numbers of new students after the incidents of 2011 which occurred over most Arabic nations. The Deans demonstrated that the newly increased numbers of accepted students were mandated by the MoMP as a governmental solution to accommodate most of the Omani students. The government aimed to reduce the number of young job seekers by distributing them to all the HEIs because most protesters in Oman were school graduates and job seekers.

Nevertheless, this sudden decision by top leaders of the Ministry of Manpower to increase the number of students resulted in further challenges for the colleges, for instance, the colleges' premises and services remained the same and were not modified or extended to accommodate the increased numbers of students. Therefore, some of the Deans discussed this problem in their colleges' boards to find suitable solutions. One Dean said that he figured this issue out by extending their work into three shifts from eight

o’clock in the morning until eight o’clock in the evening. He added, this solution helped the college to sort out the issue of the shortage of classrooms and labs. Another Dean suggested that he sorted it out by increasing the numbers of students in every classroom or group. Most of the Deans asserted that their suggested solutions to accommodating the new numbers of students led to further issues. Accordingly, the increase in students’ numbers pressed heavily on their existing resources such as the libraries and labs because they were built for smaller numbers. Two of the Deans presented some examples, they said that their colleges have small libraries that not sufficient to provide the services to the new numbers of students thus the libraries needed to be extended. Moreover, the majority of the CoTs lacked sufficient female private rest rooms and indoor sports centres that were supposed to provide services for the female students privately. This is because ladies in Oman are not allowed to mix up with men in any activity apart from studying and working. Therefore, the female students did not have extra activities at the colleges except studying which resulted in the female students applying for the provision of facilities for non-academic activities equal to those provided for male students. Moreover, as part of Omani culture, the ladies are forbidden from practicing exercises outdoor in public and they have to cover their bodies from men. Subsequently, the lack of rest areas enforced the female students to use the library as a rest room which created disruption for other users of the library. Meanwhile, two Deans emphasised the importance of offering students’ services because their colleges were located in the rural regions that were tens of miles away from the nearest town. Thus, they explained that the students spent their free time

at the libraries and on corridors which in turn distracted other students. The Deans proposed to the Deans Council at the MoMP to build much needed premises as soon as possible but, unfortunately the application took a long time as it lay on the minister's desk to be processed. The following excerpt stated by one of Deans illustrates some of challenges:

> *I can be honest with you that we don't have sufficient facilities that beside studies, .beside the academic facilities. We are really poor in this term just we have football ground for the boys but we don't have anything for girls, we don't have rest places or halls. Moreover, the shortage of resources such as class rooms, labs and equipment as well as the number of the students have increased. We used to take 500 per semester and this year increased to 600 and we expect the more next years to reach 800 per semester. So, the numbers of students increase while the staff and the classes still remain the same.*

Furthermore, some of the Deans revealed some challenges that were associated with leading multinational Human Resources (HR) who came from different countries worldwide. The challenges of HR emerged into two facets, the first one was a permanent shortage in teaching staff. This problem was associated with the problem of annual teachers' turnover and the bureaucratic process for substituting them. First, the Deans demonstrated that teachers' turnover is a common issue in the CoTs because most of the teachers are non-Omani teachers thus, some of them go back to work in their home countries and some of them got better offers from different institutions.

Another Dean said that there more turnover of Western teachers than any other teachers, because they were struggling with heavy teaching loads. In fact, one Dean said that he expected teachers' rotation every year. Nevertheless, the lengthy process of recruitment expatiated this issue because it takes a long time to substitute a resigned teachers. Therefore, the Deans suggested that the only solution is increasing the load of available teachers until the MoMP allow the recruitment of new teachers.

The other challenge that related to HR was a cultural issue involving teachers' cliques. Some teachers formed cliques with their colleagues who were from the same ethnicities against the teachers from different ethnicities. Two of the Deans confessed that all those cliques created by teachers came from one Asian country. Despite the fact that they were originally from one nation, they came from distinct parts of that country hence, their faiths were different, their cultures were different and they spoke different languages. As a result, they were hostile towards each other and they created many unseen problems for each other. The Deans asserted that they did not recognise these cliques until their issues started emerging on the surface. One of Deans said that one of consequences was declining to collaborate with other teachers or working in the same committees. Consequently, some of them resigned and admitted to their HoDs about the cliques and what was going on in each department between them. Accordingly, the colleges investigated suspected teachers and warned them to not create such cultural cliques. One of the Deans admitted that they terminated some teachers who were identified as the heads of cliques.

From the discussion above, several key themes emerged. It is apparent that the role of the MoMP and the Bylaws is very strong on running the colleges. This in turn shaped the leadership approaches of the Deans; they attempted to run the colleges as per the requirements and regulations of the Ministry. Therefore, they relied heavily on the Ministry to sort out their work issues. Even though the Deans had some solutions in mind for resolving their issues, they still needed to seek permission from the ministry to implement any change. Besides, the Deans relied on the Bylaws to interact with the performance of employees and students. They expected their teachers to work upon their assigned tasks and they were not allowed to deviate from them unless they got permission from the MoMP. Consequently, the Ministerial rules were considered as the milestones to achieve their daily performance.

Accordingly, most of the Deans utilised two key leadership tools to lead multinational employees; these were the induction programme and the evaluation system. The induction programmes were employed to illuminate the working system to their employees to work within the framework of ministerial expectations. In contrast, the staff appraisal system was used to evaluate staff performance and correct their weaknesses. Besides, unexpected challenges emerged that in turn exacerbated the task of the Deans. Those challenges had a negative impact on leadership and organisational performance. Accordingly, the challenges were sorted out by the Deans but in different ways. However, some of these challenges led to further issues such as high employee turnover. The CoTs lost a number of good teachers, particularly Western teachers. Moreover, the imposed

working system by the MoMP and the rigid rules that controlled the daily work of the teachers exacerbated the turnover issue. This will be discussed further in the next chapter (Chapter five).

4.3 The Heads of Departments (HoDs)

Unlike the Deans who were all Omanis, the HoDs were from many different countries and only a few of them were Omanis. Most of the interviewed HoDs were from Asian countries and a few of them were from Anglo-Saxon countries. The make-up of the HoDs backgrounds influenced their leadership approaches and consequently, they presented a variety of insights regarding leading their employees. An Asian HoD believed that some factors could impact on the leadership approach of the HoDs, for instance, the size of the academic department, the number of their staff members and students were all factors that could influence leaders' approach. He said that his department was the smallest department in his college therefore, he did not face many work challenges. Moreover, it was easy to pass his message to all staff members and monitor their daily performance. Despite the informality of means of communication, he was operating his department in a formal manner that was in line with the college rules and regulations. He illustrated that his department comprised teachers, two technicians and one hundred students. He stated that the teaching materials and plans were provided by the MoMP hence, every individual at this department knew his/her duties and they had clear guidelines. Thus, the HoD suggested that there was no space for innovation because everything was specified by the Bylaws and the MoMP.

In contrast, two Western Heads of the English Language Centre (HoELC) stated that they led the largest departments at the CoTs because the English Language Centre (ELC) was responsible for the foundation programmes and some programmes for post-foundation students such as professional speaking and writing. Therefore, one of them was able to say that his ELC comprised over fifty teachers and almost one thousand students during the semester that the interviews were held. Despite the large number of students, the Western HoELC confessed that they achieved their goals and plans by creating good relationships with workforces and motivating them to collaborate with their colleagues. A Western HoELC described how he encouraged them to work in teams and to use their break time to speak about their work issues to benefit from their colleagues' experiences. The HoELC inspired their employees to team up and exchange experiences. Moreover, one of them suggested that he was working with them as a member of their team.

Nevertheless, most Heads of Departments (HoDs) demonstrated that their daily performance was shaped by the Bylaws and the Quality Assurance Unit (QAU). Three HoDs confessed that they had to follow the instructions of their Deans besides following the Bylaws and the QAU to achieve their plans as scheduled. The QAU elements (see appendix, 6) and the Bylaws both defined leadership of the HoDs. The task of QAU was the monitoring of the implementation of the Quality Assurance (QA) elements at every department. Similar to what has been presented by the Deans, the HoDs had to follow their Bylaws, the instructions of QAU and the instructions of their Deans. Thus, a HoD asserted that the performance of his department had to be

aligned with the expectations of the college, otherwise he would be engaged in some troubles. Therefore, the key tasks of the HoDs was supervising the work of employees to achieve their tasks as per the Bylaws and the demands of QAU. The HoDs had to evidence their achievement via KPIs and writing frequent reports to demonstrate their commitment to the conditions of the QA that were approved by the Deans. Accordingly, some HoDs created small teams inside their departments merely to assist him/her to monitor the extent to which their teachers followed the elements of their quality plans. The key purpose of departmental committees was to supervise the implementation of the rules and instructions of the Deans and the MoMP, as explained in the following excerpt:

> *One of my responsibilities is to supervise the sections activities, monitor the teachers, monitor the Heads of Sections (HoS) and monitor the students. As well in addition to that is allocating the entire teaching load for the lecturers, monitor the students' performance and putting the strategic plan for the department, how we can improve the department and what are the performance indicators set to analyse our performance. In addition we are working hard to achieve the Quality assurance, for this reason I am following and practicing all the quality assurance procedures and policies in the department and how the staff members are following these better.*

A few HoDs emphasised improving the quality of their performance through encouraging innovation in their departments. Nevertheless, three of the

Omani and Asian HoDs explained that innovation in the CoTs should be within the framework of college regulations. The HoDs suggested that teachers' innovation was bound within colleges' expectations. Therefore, the teachers were provided with all teaching materials to achieve their plans and goals as per the colleges' expectations. Some Asian HoDs said that the teachers can be more creative in teaching but not changing the content of their subjects or using external teaching materials without permission from the HoDs. Another HoD added that teachers were not constrained from innovating in their tasks, they were able to draw on their experiences on teaching methodologies and conveying the contents of modules effectively to their students. Frequently, many HoDs referred their method of leading their employees' performance to the requirements of the entire working system of the CoTs. They displayed their strong commitment to the guidelines of the college Bylaws and instructions of the Deans to do their daily work and to be effective HoDs.

In a similar vein, a Western Head of Photography Department (HoPD) emphasised the importance of improving the working system of the CoTs; he endeavoured to create a collaborative working environment. He had regular meetings with his Heads of Sections (HoSs) and teachers to benefit from their various experiences. He explained that they were all on the same page, the teachers and the HoD, thus they should work together to come up with a combination of new ideas that improved their performance. In contrast, most Asian and Omani HoDs confessed that their meetings with their employees were to discuss and follow the implementations of their monthly plans and to monitor the quality of their performance. It is illustrated further by an Asian

HoD who asserted that the experiences of multinational teachers were not drawn on to change or improve working system; rather they were asked to accomplish their monthly plans successfully. An Omani HoD supported his Asian colleague when he said that the teachers were provided with clear work plans and materials to achieve them, not to change them.

The majority of the HoDs suggested that clarifying the working system for new employees was crucial to provide them with a clear picture about departmental vision, mission, goals and plans. Therefore, the induction week paid significant attention by the HoDs in informing their teachers of college rules and regulations. The HoDs emphasised the importance of the induction programme in explaining the various tasks expected and the working systems to new employees. Both levels of leadership of the Deans and the HoDs valued the role of induction programmes in clarifying college rules and work systems to their employees. Unlike the Deans who emphasised general rules, the HoDs were very specific in explaining their rules; they concentrated on specific elements of employees' duties and departmental rules, as the following excerpt explains:

> *Actually induction programme is one of the most important I would say activity that we do once new teachers arrive because the new teachers have to be oriented to the ELC, they should know their responsibilities and duties and what is expected from them and much valuable information will be given to them for example about their dress in the college, about the working time, when they arrive to the college, when they leave, if they need assistance, important people*

they need to know in the college, if they want something for example we direct them to the correct administration departments to fulfil their needs.

Alongside the induction programme, two Asian HoDs displayed a very passive management style by indicating that they considered teachers' contracts comprised sufficient details about their work and duties. Therefore, the teachers should not need to get back to their HoDs for every single issue because the contract had the answers for every enquiry. Therefore, they should follow their contract elements entirely to do their work as requested from them. The HoDs added that the teachers were accountable for sorting out most of their issues, the HoD only intervened when further issues emerged. One of them added that he was not willing to intervene in their work at every work mistake because he was responsible for running and following all of his department, not just sorting out issues of particular teachers. Therefore, the teachers were responsible for understanding their duties well as per the plans and instructions of their department as well as their work contract and the Bylaws. A HoD added that all these documents were sufficient for the teachers to understand their work properly without going back to their HoD at every point.

In contrast, two Western HoDs displayed different insights, they believed that their departments comprised international people working together as a team to come up with better performance and achieve departmental goals effectively. They endeavoured to make them work together as a team and to learn from each other. They attempted to create a team spirit amongst their employees to benefit from the different experiences and tenures of each

other. They asserted that they were mingling with their employees to exchange experiences with them and assist them if they needed any support. Thus, a Western HoD said that new employees got sufficient and constant support from the first day till the last day of the academic year. The role of HoD was that of facilitating a smooth operation by creating team working environments and assisting each other to understand and achieve goals. He suggested that once every single person knew his/her work, then goal achievement would be easy, as the following statement implies:

> *The more they understand, the more they work to operate toward achieving our goal.*

In the same context of leading a multinational workforce, the interviewed HoDs displayed various methods of employing their teachers' experiences. In line with what has been presented earlier, some HoDs said that the variety of employees' nationalities was a positive feature that facilitated the sharing of different experiences and various ideas to sort out many academic issues. Therefore, some HoDs encouraged a teamwork spirit amongst their employees to aggregate novel ideas. For instance, a Western HoELC explained that the English Language Centres (ELC) comprised teachers from Europe, America, Africa, Asia and Australia which meant that they had rich ideas and experiences if they were well deployed. Therefore, they employed the experiences of the teachers by encouraging teamwork and conducting frequent workshops in their departments. Another HoELC explained that the teachers benefitted from each other by sorting out their working issues together and they exchanged teaching experiences. Employing teamwork

process and conducting internal workshops improved teachers' skills and students' results, as a non-Omani HoD explained in the following excerpt:

> *I can see simply that kind of mutual cultures, qualifications is creating some kind of healthy environment for the language centre. That healthy environment reflects positively on the performance of the staff because you remember, mostly two minds are better than one, three better than two ….. So, seventy people for example from twenty cultures definitely with twenty different point of views, definitely if put together then, you will come up with something very genuine, very important. And once implemented on the ground, we can see difference. … Yearly there is some kind of progress in terms of teaching and learning which is very important and in staff development. Every semester, we have some workshops prepared by teachers themselves…. We see that there is some kind of progress also in terms of the results of the students.*

Furthermore, two Western HoDs suggested another method of collaborative work in their departments, they suggested that social events and gatherings with employees enabled them to enhance the interrelationships between the multinational employees and leaders. They asserted that social events helped to break cultural barriers and get people closer to each other. They recounted how they had some social events at the departments that were conducted at the end of semesters. They shared food together and gave their teachers some simple gifts and appreciation certificates as a recognition for

their efforts. Moreover, some of these events were considered by some HoDs as farewell events as they were celebrating with some resigned teachers who were leaving their colleges. Besides they had regular night social events outside college campuses that involved all employees together in an informal climate. The night gatherings aimed at mingling with all teachers in a friendly environment away from the workplace that assisted the HoDs to get closer to their teachers and to break the cultural barriers between the employees themselves and between the HoDs and their employees. An Omani HoD narrated how some Asian teachers had come from hierarchically driven cultures and that they avoided immediate interaction with the HoDs. An American HoD added that despite the constraints exerted by the working system, social events brought all staff together and helped to create a very friendly working environment. He added that relationships between staff members and HoDs were crucial for understanding each other and to work together as a team that in turn led to achieving departmental goals smoothly.

In contrast, some Asian and local HoDs marginalised the various experiences of multinational employees because the HoDs believed that the main task of the teachers according to the Bylaws was teaching not making decisions; hence, the teachers were provided with all tasks and teaching materials to deliver their modules as scheduled. An Asian HoD narrated how teachers were merely asked to deliver their lessons as per departments' schemes because if every teacher utilised his own approach then he would miss out on consistency in delivering core module contents. Moreover, some Omani and Asian HoDs said that employees' experiences were drawn on

only in achieving existing tasks but not for changing or modifying them. For instance, an Asian Head of Pharmacy Department (HoPhD) pointed out that his department was a medical department that was under the supervision of the college and the Ministry of Health (MoH). Therefore, he followed their specific plans and utilised materials provided by the MoH which, in turn, left no room for teachers' innovations. He suggested that teachers at his department should focus on delivering their sessions and achieving their goals without further modifications:

> *Well, that is how medical education is slightly different; ok beyond task description you cannot bring innovativeness like in other fields. With whatever topic we just try to revise materials, revise presentations, revise ways in which we teach practical, we have fully computer simulation lab to do all animals experiments so we just try to do things that are possible. Medical field is so restricted in innovation it is not like other fields where the teachers can come up with new innovations.*

As stated earlier in the previous section related to the Deans, the performance of employees is evaluated by the HoDs as part of the HoDs' task. This is supported by all the HoDs; they reported that one of their duties was evaluating their staff members. Asian and local HoDs emphasised the importance of the evaluation system in ensuring that teachers' performance was in line with college plans and expectations. Some of them illustrated that the evaluation system aimed at tracking the work of the teachers and ensuring that their work was running smoothly as scheduled by the colleges

and QAU. The evaluation system of staff appraisal is legitimised by the MoMP and considered as an official indicator for employees' performance. The appraisal forms were filled up by the Head of Sections (HoSs) and the HoDs and approved by the Deans. For instance, the Heads of Engineering Departments had several HoSs who were responsible to them, such as heads of mechanical engineering section, heads of civil engineering section and heads of electrical engineering sections. Two HoDs explained that staff appraisal forms were utilised by every leader or manager to evaluate his/her employees who worked under his/her control and was endorsed by the higher leaders and finally endorsed by the Deans at the CoTs. At the end of every semester, the HoDs submitted their evaluation reports and appraisal forms to the Deans to send them to the GD at the MoMP to take appropriate action.

Most HoDs asserted that the results of the appraisal forms were crucial for all parties, the teachers, HoDs, the Deans and the ministry because, based on the results of evaluation and appraisal forms, further actions were suggested to motivate hard workers and to correct weak performance. As discussed in the previous section related to the Deans, there was a monthly incentive reward and awarding ceremonies at the end of the academic year. Nevertheless, an Omani HoELC suggested that rating employees' performance was very sensitive because it could lead to either positive or negative consequences. Therefore, he was motivating his good employees by giving them high grades in appraisal forms and nominating them for the monthly incentive reward. Another Omani HoD said that he was recommending effective Omani teachers to be granted a scholarship to

pursue their higher education. This is because the young Omani teachers were inspired by selecting them to pursue their HE studies.

Despite the existence of these reward schemes, two HoDs said that their existing appreciation methods were not sufficient to inspire their employees to work harder. The HoDs suggested that it would be more efficient if they could reward their employees instantly for their achievements because it could have stronger impacts on their morale. For example, an Asian HoD suggested that instant small financial rewards would be better than just thankful words or appreciation certificates. He added that promoting effective teachers to hold some administrative positions such as HoSs could have higher influence on their morale. This is because the monthly reward of MoMP was only given to a few people but not to all effective teachers. Moreover, a HoD added that other existing methods of appreciations certificates and small gifts were not efficient motivators because their value was lower than teachers deserved.

In the same vein of recognizing effective employees, a few HoDs mentioned that that they employed instant verbal gratitude and praise as recognition tools. A Western HoD explained that instant appreciation had a considerable impact on teachers' morale by recognising their efforts. Besides gratitude, emails, magazines and college websites were employed to announce and recognise good performance. Another two Western HoDs stated that their college websites were appropriate forums for announcing the names of effective teachers or the names of teachers who had come up with novel proposals. A Head of Engineering Department (HoED) gave an example of how he had dedicated a space on the college's website to display the

publications of his teachers and this had made them feel proud of their achievement and had inspired them to be more active in their work. Additionally, a North American HoD presented another example in which he stated that he had been utilising a departmental cloud to share every achievement and novel proposals of his teachers with the other members. He explained that this approach motivated them to work harder in a friendly manner and presented his department as highly transparent.

Nevertheless, some HoDs complained that they needed more authority to extend their ability to reward their effective employees. A Western HoELC suggested that he needed autonomy to suggest some appreciations that matched the effort of his employees because he was constrained by the rigid rules of the CoTs. Another example was given by a Western HoD who explained that even ministerial sponsorships for attending international conferences were confined to Omanis whereas non-Omani teachers were not sponsored overseas. The HoD said that attending conferences could be a good motivator for all the teachers, however most non-teachers were not allowed to attend overseas activities. This was because the CoTs were governmental colleges and they only sponsored Omani employees to attend international conferences whereas the non-Omani employees were not funded unless they were sent to represent the CoTs or MoMP. Therefore, the Western HoD suggested increasing the authority of the HoDs to be able to inspire their non-Omani teachers by recommending them to be funded to attend international conferences in the same way as Omani teachers. An Asian HoD further suggested extending their authority to be able to award incentive rewards because verbal praise was not sufficient. He suggested

that even a small amount of money was sufficient to encourage effective teachers. He suggested that an incentive reward was a stronger factor to inspire teachers and improve their work morale.

On the other hand, some HoDs mentioned several methods to correct the weaknesses and errors of their employees. Some HoDs pointed out that the major mistakes of employees were reported to the Deans to take suitable action. This was because the major errors at the HEIs could have major negative impacts on students' learning. Therefore, the teachers needed to be more careful and do their work as stated in the college Bylaws and rules and to avoid deviations whilst, small errors were corrected by monitoring and mentoring the teachers and by showing them the correct procedures. Some HoDs suggested that the teachers could prevent themselves from work errors by understanding their duties well and understanding the guidelines that were provided by the college. For instance, an Omani HoD stated that a teacher had dropped a module from a student timetable because the teacher misunderstood a rule of registration. The HoD confessed that, although the rule was clearly stated in the Bylaws, the teacher made the mistake because he did not refer to it at that time. The HoD discovered the mistake when the student complained to the Dean and it was then resolved immediately before having further consequences for the student. Accordingly, the teacher was warned about his error because this mistake impacted on a student's learning. The HoD added that the teacher learned from his mistake and he did not repeat it because he knew that he had received an administrative warning and, any further mistakes would affect his contract.

Nevertheless, some HoDs pointed out that the major mistakes such as ethical mistakes or repeated absences could lead to further administrative processes to correct them or sometimes to the termination of the contract. An Omani HoD explained that ethical issues or frequent absences could lead to the teachers being asked to attend the investigation committee at the CoTs which had the power to impose some penalties on those teachers. Two HoDs added that they could do nothing regarding moral issues and absences because they were critical issues and they had to transfer them to the Deans to decide on appropriate resolutions. A non-Omani HoELC recounted how despite the very clear directions and instructions that were given to expat teachers about Omani culture, one expat teacher had touched a female student on her shoulder which was contested by the student because it was considered highly offensive and inappropriate in Omani culture. The female student complained to the HoELC about what had happened and the HoELC called the teacher and warned him to not repeat such unethical behaviour at the college. The Asian HoELC stated that if teachers became familiar with the college rules and regulations as presented at the induction programme, these issues and mistakes would happen less frequently. Thus, the majority of HoDs asserted that administrative solutions could be more successful on major work errors.

Besides the stated solutions earlier, many HoDs asserted that as per the Bylaws, the employees were provided with good opportunities to learn from their mistakes. They were able to discuss their work errors with their peers and the HoSs to work through the issues and to benefit from their colleagues' experiences. Therefore, some Western HoDs pointed out that they were

encouraging their employees to discuss their work errors in their meetings to brainstorm the issues and come up with some good ideas and solutions. Moreover, regular workshops were conducted in the CoTs to improve workforce skills. Sometimes, they engaged external speakers from other institutions to present academic papers that focused on opportunities to improve their working skills. The HoDs confessed that giving employees opportunities to improve their work, assisted them to perform better and improve their working skills. The following excerpt presented the insight of an Omani HoD:

> *Poor performance, we deal with it through giving feedback about the areas that need improvements, ok. We train them through workshops and peer observation. So, we give them another chance to improve and observe their improvement in the classroom. So, they can improve themselves and if they need any help, if they need clarification in any point in their appraisal they can come and talk to us. Moreover, they can discuss their issues with any teacher in the department just to get good feedback. The other thing we do is workshops; we are very active in giving workshops actually and sharing ideas with all staff members. So, we improve our employees through workshops, training and sharing ideas with other staff members.*

In the light of interactions with students, the interviewed HoDs displayed two completely contradictory approaches. Some Omani and Asian HoDs confessed that they did not have time to spend on students' issues because

the CoTs had students' affairs departments that were responsible for students' issues. They said that the CoTs had four administrative departments that met students' needs and which resolved their issues. Accordingly, some HoDs said that they were responsible to teach the students and provide them with advisory services but not for sorting out their personal issues. For instance, an Asian HoD reported in the following excerpt that he did not listen to students, he was sending them to their teachers or students' affairs departments to find solutions for their issues:

> *I don't listen to students 'problems whenever they come to me I try to send them to the head of section to find solutions and through the staff members, if we couldn't be able to solve their issues or achieve their demands then we send them to students' affairs. The students' affairs departments are supposed to be the first place that the students should go to get their needs or to find solutions for their problems. We are an academic department not a social care department or students affairs.*

In contrast, some Western HoDs presented an alternative insight about supporting their students. They proposed a supportive role for teachers to help students to resolve their academic and personal issues. Two HoDs asserted that students were considered as part of the HoDs' work; hence, they were looking after the students' needs not just teaching services. Therefore, some HoDs suggested that students could go and meet up with their HoDs at any time without any prior appointments. A Western HoD added that it was crucial to assist the students to speak openly about their

needs immediately to their HoDs because some issues were critical and needed to be resolved by the HoDs. The HoD presented an example that one of the students was married and that she developed some health problems but she could not tell the students' affairs because she supposed it was a personal issue. Instead, she came to her female HoD who postponed her study for the next semester until she had recovered. Accordingly, the Western HoD was very supportive for her students in order to help them to accomplish their study successfully. Another example was presented by an Omani HoD who asserted that his office door was open at any time for the students except at meeting times. Therefore, students could turn up at any time and submit their proposals or explain their issues to him if they wish.

In the same vein of fulfilling students' needs, a Head of Engineering Department (HoED) explained that some students from the mechanical engineering section asked him to provide them with a device called a transformer because they had studied it theoretically but they had not seen it in real life. Consequently, the HoED presented the students' need to the College Board members that consisted of three members from the private sector. The external members assisted the HoED to submit his students' need to private firms where they helped him and provided the department with needed device free of charge. Then at the end of the interview the HoED showed me the device; it was located in the departmental entrance. The following excerpt was presented by the HoED as an example of fulfilling students' needs:

> *If you notice there is one piece of equipment at the entrance on display. It is students' suggestion to put it there. We gave*

them a workshop, they ask me later: Dr (name) you gave us a workshop about transformer, why don't you provide us with a small transformer in the department. We are an academic department so we cannot provide this equipment because we don't use it thus through the help of the external members of our college board, I contacted the industrial partners and they provide us with the transformer for free. We brought it for free, we got it and now the students know the transformer because they see the transformer in reality not on the board because on the board is just a drawing but we got the real one and I achieve their needs because I have a good relationship with them and I listen to them and fulfil their needs.

Furthermore, some HoDs demonstrated their methods of appreciating good students; they stated that the students were rewarded for their creativity in their study and for their participations in national and international competitions. A Western Head of Information Technology Department (HoIT) explained that students participated in national competitions between all colleges and universities in Oman and they won some of competitions; thus, they were rewarded for their participation. Moreover, another HoED said that his students exhibited some of their projects at a traffic police exhibition and they represented their college effectively. Thus, they were recognised by the police authority and by the college which in turn motivated them to pay more attention to their study.

In the same vein of rewarding students, a Western HoD suggested that his students participated in publishing their departmental magazine. The HoD explained that when students participated in the departmental magazine, they learned academic writing and publishing and that inspired them to be more active in departmental activities. The HoD presented an example of a student article that motivated the student to participate by contributing further articles, (See appendix 11). The magazines were also employed as a motivational tool to announce the names of rewarded students and display their pictures.

Nevertheless, some challenges were encountered which hindered their task. Similar to the Deans' challenges, the HoDs were suffering from similar financial pressures and lack of sufficient premises. Unlike the Deans, the HoDs specified the exact number of classes and labs they needed to accommodate the increased number of students. Furthermore, they emphasised the shortage of teachers and their specialisations. For instance, an Omani Head of Engineering Department (HoED) explained that they were struggling to get a technician specialised in a drawing device called Computer Numerical Control (CNC). They found several candidates from India but they rejected the offer because they got better offers from elsewhere.

Furthermore, the majority of HoDs agreed that their common challenge was the bureaucratic process that was followed by all the CoTs to achieve departmental needs. Two HoEDs asserted that some of their needs were urgent because they were utilised in their daily work at labs and workshops; however, the bureaucratic process delayed them which in turn had a

negative impact on their performance. Bureaucracy in Oman was normal at most public organisations because they had to undergo a long process to purchase their needs. The colleges were not allowed to purchase their needs directly until they completed a process of tendering. Therefore, some HoDs suggested providing them with financial authority to purchase for their needs directly at appropriate times and under the supervision of the CoTs.

A Western HoELC at a rural college located at the heart of the Empty Quarter desert complained that he faced a critical challenge with Omani culture of interfering in his departmental work. He explained that when a student failed, students' families were appealing to the mayor of their regions or calling their sheikhs, the leaders of their tribes, who in turn were calling the Dean to change the results of failed students. The mayor and the sheikhs had higher authority than the Dean in their localities; hence, the Dean sent their requests to the HoELC to resolve the student's issue and amended the students' results. Sometimes, parents came immediately to the college with their tribal leader (sheikh) to meet the HoD to change students' grades from fail to pass. The HoELC illustrated that such cultural habits had a negative impact on the departmental performance and were very concerned because academic colleges are different than other service organisations. The HoELC explained this issue in the following excerpt:

> *It is a cultural issue because (College' name) is in a tribal society and as I told you, you cannot change the world in one day. Sometimes the Dean was telling me that the mayor of the area is phoning me several times a day or the X sheikh is with me at the college now to help the X student*

because he failed. Sometimes I cannot say no, and I must find some solutions. Therefore, most of the times I cannot say no to the dean although sometimes I know there are some critical cases. The families come and fight, why you fail my son for example for 15 marks, come on, if the students got 35 out of 100 so how he can pass. Al these interferences affect my work at the college really because I put myself in a very critical situation. This is an academic college, it is not normal institution, come on.

From the discussion above, it can be noticed that several key themes emerged. Similar to what has been narrated by the Deans, the majority of the HoDs asserted that their leadership approach was identified by a number of factors that obviously affected their way of operating their departments. From the narrative discussion, it was apparent that the imposed ministerial instructions, the instructions of the Deans, the Bylaws and the instructions of the QAU were the key factors that influenced the leadership approaches of the HoDs. Therefore, some HoDs operated their departments as per the instructions of the mentioned factors. They were interacting with their employees very firmly and as per the instructions of the MoMP and the Deans.

Nevertheless, some of the HoDs endeavoured to employ various leadership approaches that complied with institutional instructions and employees' needs. Most of Western tradition HoDs engaged their employees in making departmental decisions and collaborated with their colleagues to resolve their common work issues. The Western HoDs endeavoured to motivate their

employees by engaging them in the leadership process and benefiting from their various experiences. Meanwhile, the Western HoDs attempted to comply with the institutional requirements by following the rules and Bylaws and working as per institutional instructions but that did not constrain them from motivating their employees and mingling with them.

Accordingly, similar to what has been explained by the Deans, most of the HoDs utilised two key leadership tools to lead multinational employees. These were the induction programme and the evaluation system. They employed the induction programme to present their departmental rules and regulations as well as presenting their visions and missions to be accomplished as per the institutional instructions. Moreover, some of them utilised the induction week to create good relations with their new teachers by mingling with them. Besides, the HoDs employed the evaluation system to report the performance of their teachers and HoSs because they were responsible for evaluating all their followers and reporting them to the Deans. Therefore, the leadership style of most HoDs was shaped by the institutional instructions and regulations. This will be discussed further in Chapter five.

4.4 The Teachers

As explained in section 1.4.1, most interviewed teachers were non-Omanis. They came from various parts of the world, and for some of them it was their first experience of working in Oman. However, as discussed earlier in this chapter, the four CoTs held induction programmes to present the working system to all their new employees. Some of the teachers supported the insights of the Deans and the HoDs regarding the importance of induction programmes for illuminating their tasks and workplaces' cultures. A non-

Omani teacher confessed that before the induction programme, she was worried about working in Oman because it was her first time working outside her home nation but, during the first week, she was relieved because she understood the Omani culture and she created good relations with Omani and non-Omani teachers. Moreover, she noticed that her Dean and HoDs were supporting her and clearly explaining many aspects of work for her. Some other non-Omani teachers supported her and asserted that induction week relieved their homesickness and clarified some vague ideas about Omani culture. Throughout induction week, some teachers discussed with their HoDs a number of important points about their new workplaces that in turn provided them with good opportunities to understand the culture of their workplace. Most of interviewed teachers asserted that the HoDs spent a longer time with their new teachers than the Deans. The HoDs were working with their programme team to demonstrate and cover most of key elements of employees' duties. The teachers reported that their HoDs provided them with sufficient details about their tasks and they got answers for many of their concerns about their duties, as the following excerpt explains:

> *We are given clear induction about our duties and rights in the college by human resource department. They came and took me to all faculty members in the department and introduced me to all of them and then they gave us a clear idea about all rules and regulations of the college. Then they gave us a clear sketch about the services in the college like the canteen and wash room and other department and they told us about whom we should go to get our services or to*

get help in the college so, based on that I am comfortable with my institution. (Non-Omani teacher).

From the first working day some teachers noticed that the HoDs and HoSs were closer to them because the HoDs represented the first line of leaders and HoSs represented the first line of managers who were responsible for teachers' tasks. Some teachers stated that their HoDs were helpful and supportive but the majority said that their relationships with HoDs were not strong because each of them was busy with their tasks. However, an Asian teacher stated that her Western HoD was very helpful and had never hesitated to assist her at any time. Likewise, some teachers explained that their Western HoDs gave them permission to turn up at any time without advanced appointments for any urgent matter.

In the light of fulfilling teachers' needs, some of them related how they suffered from the bureaucratic processes that were employed in the CoTs. They explained how if they applied for a certain request, their HoDs transferred their requests to the Dean's office or to administrative departments to fulfil their needs. The teachers added that most of their needs had to be approved by the Dean; hence, the easiest method for the HoDs was to send them to other departments. Consequently, some teachers asserted that they had to track their applications by themselves and that, in turn, reduced their trust in their leaders because their HoDs declined to assist them to get their needs resolved. Very few of teachers acknowledged that their needs were met smoothly within a short process or by their Deans or HoDs; most of them were suffering from a long process to approve their needs. For instance, an Asian teacher complained that he had to travel to

visit his family in his home country for urgent family circumstances but unfortunately, he could not because his application had to go through a long process to get approvals. Therefore, most teachers displayed their frustration about the bureaucratic process that was adopted by the HoDs and the Deans to fulfil their needs.

Likewise, a Western tradition teacher demonstrated that neither his HoD nor his Dean understood his needs as an expatriate living away from his family; neither of them ever asked him about his personal needs particularly when he was a new employee. He said that the Dean and the HoD were over-concerned about achieving their college plans without looking after the personal needs of the teachers. Thus, he faced some difficulties during his first few days in Oman because he was not familiar with Omani culture and experienced culture shock. Consequently, from that time on, he did not hesitate to help most new expat teachers to get their needs met until they had settled down. These needs included finding accommodation, buying cars and finishing the immigration process. He gave an example of how he helped two recently arrived Western couples to settle down and commence their teaching. He said that he did not want any other expat teachers to suffer like he had and he realised that the Dean and the HoDs would not assist the new teachers. This is supported by another Western teacher who said that she struggled at the beginning because she was a stranger and nobody assisted her to get her primary needs addressed. Then she got help from her colleagues to find accommodation and other personal needs; however, her HoD did not assist or even asked her if she needed any help. In the matter of drawing on teachers' experiences, the majority of teachers confessed that

their HoDs engaged them in some departmental committees to participate in achieving some goals. They acknowledged that they shared their experiences with their HoDs and other teachers at some particular domains such as assessment committees, curriculum committees and students' appeal committees. Two non-Omani teachers stated that their participations in departmental committees with their HoDs provided them with a forum to express their opinions and discuss them with their colleagues and with the HoDs. The virtue of college committees that the teachers were able to improve their performances by exchanging experiences with their peers and sometimes their suggestions were adopted by their committees' members. For instance, an Omani teacher from Pharmacy Department confessed that she became very pleased when her HoD approved some of her suggestions that related to her students' projects, as the following excerpt explains:

> *So, yes, I am participating in the department committees and I participate in changing the curriculum of that graduation project and the assessment system too. Also, in my modules, I have suggested some changes and the HoD agreed for my changes because they are really needed (Omani teacher-Pharmacy Department)*

Nevertheless, some teachers gave negative insights about the decisions of their HoDs and the Deans and the working system of the colleges. Three teachers from different colleges said that they had almost eighteen teaching hours and consequently that they had never been able to participate in their departmental committees. Accordingly, one of the teachers complained that he attempted to meet the Dean to reduce his load and engage him in the

committees but the Dean declined this because they had a shortage of teachers and that teachers' loads could not be reduced. Besides, some teachers suggested participating in decision making at the colleges as they had significant experience. An Asian teacher said that she was a HoD in her university in her home country and she had a long tenure but she said that she was marginalised by her HoD. Actually, most of the interviewed teachers were highly critical of the colleges' decisions which were solely coming from the top leaders to the teachers to be implemented in the classrooms. Some teachers displayed that they were not convinced with some Deans' decisions that perhaps influenced students' learning negatively and provoked their objection against their teachers. For instance, two of the teachers from the same college narrated how they got instructions from their HoDs to stop announcing the times of short exams. Accordingly, the students protested against this decision and asked the teachers to reschedule the exams because they were not ready to take the exam. The students used to get an exams timetable a week before the exams which enabled them to study and be ready for exams.

Some Western teachers were highly critical of the fact that their work at the CoTs was defined by the colleges' Bylaws, Deans' decisions and instructions of the HoDs. Three teachers complained that they were not in agreement with their working system because they were instructed to follow specific guidelines and particular tasks to be achieved within a specific time span. The teachers agreed that their HoDs were monitoring their daily work to make sure that they followed the colleges' instructions. A Western teacher complained that sometimes the Dean and the HoD knocked the door and

entered the class to observe what was going on in the classroom. The teacher asserted that she protested with her HoD and objected to the HoD coming into her class without her permission because it was not morally acceptable. She added that she was very transparent with the Dean and the HoD; therefore, she told them that their approach was not academically acceptable. Another Western teacher supported this position claiming that the leadership approach of his Asian HoD was very traditional because the teachers had to follow his instructions without any discussions. Therefore, most Western teachers submitted a number of proposals to improve college working systems and to improve their relationships with their leaders. However, their HoDs and the Deans would not entertain their submissions and insisted that the teachers had to comply with the instructions of the Bylaws and the MoMP.

Similarly, another Western teacher said that academic teachers could be more productive when they were given the freedom to draw on their experiences without the need for instructions from the Deans or HoDs. Another non-Omani teacher criticised the work system at her college, she likened it to working in a box that constrained them from innovation. She said that her HoD was always insisting that they follow their module delivery plans exactly as planned by the college. Consequently, the teacher was of the opinion that the HoDs and the Deans marginalised teachers' experiences and ideas. She suggested that the HoDs and the Deans should change their approach and reform the work system by benefitting from teachers' experiences, as the following excerpt explains:

> *Like us as teachers because they need us to follow strictly the policy issued by the dean. We then feel that we work or teaching in a box because we are not given the chance to work and teach as per our experiences or we think, we need what we can give because we have strictly follow the policies because once we don't follow these policies, there would be consequences so we are responsible. But there are some polices which are not suitable or not well planned before being implemented in our department* (Non-Omani teacher).

Another non-Omani teacher from a different CoT supported the previous criticism of the system as the following excerpt illustrates:

> *We prefer to be more open in doing our work precisely this is what we dream of as educators. We are also need to be given a chance to be innovative and creative in how we manage our classes well because we are the front liners, we understand, we see our students at first hand. So, we feel sometimes there are some policies that need to be changed in order for us have effective teaching, learning experience but we up to now we don't have that much because of these policies that we have to strictly follow.*

Nevertheless, two young Omani teachers had different perceptions of the system. They stated that they were happy with the leadership approach of their HoDs because they knew what to do exactly. They did not have to plan their sessions because they got everything ready made from their

department. One of them said that he had his own business after the working day and thus, he had not sufficient time to plan or to prepare new materials for his classes. Moreover, the two teachers said that after working time they preferred to concentrate on their personal and family interests rather than thinking on their work. They said that they were satisfying the instructions of the HoDs and doing their work to get their salary; therefore, they had to satisfy their Deans and HoDs in order to continue their jobs. Moreover, they said that they did not mind teaching twenty hours a week but not to be engaged in any research work because that would take up their free time. Thus, they argued that they were pleased that their HoDs asked them just to focus on their assigned duties because this encouraged them to follow their delivery plans exactly without any changes, as the following excerpt reveals:

> *Look, I do not mind that my HoD or the Dean come to check my work at any time because I am following their plans, I am following their instruction and I am following the delivery plans and materials. To be honest, I do not have much interaction with them because they focus on our work rather than our individual interests. They come only to ask about my work and at the end of the day they want everything is done perfectly as they need and all grades of students and marks are entered in the system….. I do all these things, I am not interested in research because I do not like headache (laugh), I prefer to do my work and go home free of headaches, no research, no more plans or materials….. Yes, I have my own interests and business after the work*

time I am ok with the instructions of the HoD, I do all what they need.

In the light of the impact of the evaluation system on the teachers, most interviewed teachers critiqued the content of evaluation system. Two of the teachers criticised their HoDs for their rigidity when they evaluated teachers' performance; they interacted with teachers as investigators not HoDs. Some teachers claimed that the method of evaluation utilised by their HoDs disappointed them because they felt that their HoDs were solely looking for mistakes and not evaluating all performance domains. Therefore, the teachers acknowledged that they attempted to follow the instructions of their HoDs and the teaching plans entirely in their work; otherwise, they would get lower grades in staff appraisal evaluations. Many of the interviewed teachers displayed their dissatisfaction about their HoDs approach on evaluating them and they described them as biased because some of them were perceived to be unfair in their evaluation.

Moreover, many teachers admitted that they were aware that they were given by the Deans more than one opportunity to improve their performance via a range of different in-house training sessions and peer observations. Most of the teachers asserted that their Deans encouraged in-house learning that was organised by the HoDs. However, a Western teacher said that despite the HoD and the Dean encouraging the workshops and symposiums, the teachers needed external speakers to come up with new knowledge. This is because most of workshops and symposiums were presented by the same teachers of the colleges and therefore, they presented similar ideas and notions.

On the other hand, some teachers asserted that they were happy with their HoDs' approaches on conducting consistent internal workshops that improved their skill. An Asian teacher admitted that he benefitted from in-house training and workshops that were conducted in the colleges regularly to improve their performance. Likewise, some teachers said that they learnt from their colleagues particularly those who came from developed countries because they had rich knowledge. An example was presented by a Western teacher who participated effectively in ELC workshops by training other teachers in some teaching skills. She said that her HoELC was encouraging them to present their experiences to their colleagues. The teacher said that despite the fact that her relationship with the Dean was very weak because he was busy with his work and never met the teachers, she asserted that the HoELC was very friendly and encouraged in-house learning. Another Western teacher explained that her HoD was attending all workshops; therefore, the attendance of teachers was always good and the teachers asked her for sessions around academic skills. Two teachers supported this perception and asserted that they were motivated more when their HoDs attended the workshops and shared their ideas with the teachers. The teachers valued the efforts of their HoDs who encouraged the in-house training workshops and viewed them as effective HoDs.

The interviewed teachers reported that all workshops were controlled by a committee called Professional Development Committee (PDC) that was responsible for training employees. Some teachers said that the Deans created the PDC because it was instructed by the Bylaws and the QAU. Therefore, the Deans and the HoDs were following the performance of the

PDC and encouraged the teachers to participate in activities because it was a requirement in the Bylaws. Besides the workshops, the PDC scheduled peer observation as part of training to allow the teachers to learn from each other. This process of peer observation provided the teacher with an opportunity to learn from their multinational colleagues. A teacher demonstrated that she learnt more when they discussed observation notes after peer observation because they exchanged experiences through justifying their notes and suggesting improvements. Moreover, some interviewed teachers illustrated that they contributed in PDC by presenting some papers about particular academic skills. They admitted that PDC provided them with good opportunities to present their experiences and share them with their multinational colleagues. A young Omani teacher asserted that she learnt many skills from her experienced teachers that motivated her to participate in a coming workshop by preparing a paper. Some teachers appreciated their Deans and HoDs who were encouraging them to learn from each other through workshops and peer observations.

However, an Omani teacher was critical that the HoDs considered the peer observation as part of their evaluation system that put the teachers under another pressure. Consequently, some teachers declined to participate in this activity because they were not convinced of the aims of the peer observation. A Western teacher said that she engaged in an argument with her HoD because he forced the teachers to do peer observations and to discuss the weakness of observed teachers which was not accepted by the Western teacher. This is because she considered it as an embarrassment for the

observed teachers to be criticised by their colleagues particularly the experienced teachers who had had long tenure.

In relation to the rewarding system, some of interviewed teachers admitted that they were awarded by their Deans and HoDs with appreciation certificates and small gifts at the end of academic year. Although, the rewards were very simple, the teachers valued them because they recognised teachers' efforts. Besides, they were inspired by an appreciation certificate because it enriched their working curriculum vitae. Some teachers stated that the implied emotional value of the rewards were more important than their monetary values. Consequently, the teachers were becoming pleased with all sorts of recognition whether certificates or prizes. Furthermore, rewarding the effective teachers for their outstanding performance in the presence of their colleagues inspired all teachers to devote extra effort in the coming years.

Nevertheless, unrewarded teachers expressed their disappointment because they wished their work would be appreciated. For instance, four teachers from two CoTs complained that they had never been rewarded by their colleges. The only reward they got was renewing their working contracts; otherwise, they never got even verbal praise from their HoDs nor from their Deans. One of them asserted that verbal praise was enough to appreciate his good effort that in turn could encourage him to work harder. The loud voice of another non-Omani teacher during the interview indicated the he was disappointed and hence, his working morale was low. He stated that although he was collaborating with his colleagues and working hard, he had never been rewarded. The following two excerpts are from two different expat

teachers working in different colleges; both excerpts pointed out the negative impacts of the leaders on the teachers because the Deans and the HoDs did not appreciate the effort of the teachers:

> *No encouragements or rewards given to us just renewing the contract. If our work is good then they renew our working contract but aside from that I cannot think much because we don't have reward scheme like, we don't have outstanding staff of the month unlike before but now we don't have it. It is only the motivation if you do your work well, if you do good performance we will recommend you to renew your contract particularly the expatriates (Non-Omani teacher).*

> *I am not motivated in this college so far I am now here for 3 years. I am not motivated by others but just I motivate myself when I achieve good work I encourage myself to go ahead with same effort. It is self-motivation, however when I work hard they give me more work to do rather than rewarding me. If I don't work properly they will not give me more work to do. If you are good in your job they will give you more and more work but if you are not good in your job they will never give you more tasks to do (Non-Omani teacher).*

From the above narrative sections, the teachers of the CoTs demonstrated various thoughts and feelings about their leaders' approaches. The interviewed teachers pointed out that the impact of leadership approach

could have immediate effects on teachers' morale through direct interaction with teachers. As well as this, the leadership approach of the Deans and the HoDs could have an indirect positive impact through their leadership approach and creating various working environments in the CoTs. Therefore, some teachers appreciated positive approaches that motivated them to work together and to learn from each other. Nevertheless, they contested against some negative leadership behaviours that put the teachers under the pressure of institutional instructions and imposed on them to work within certain boundaries.

Besides, the teachers' opinions about the leadership approaches of the Deans and HoDs were varied according to the teachers' backgrounds. For instance, the Western teachers declined to work within certain expectations; rather they preferred to have more latitude to be innovative. On the other hand, Omanis and teachers of other backgrounds of developing countries accepted the working system of the CoTs because they preferred to work along clear guidelines and achieve certain goals. Further discussion of this will be presented in the following chapter.

4.5 Students

The data analysed in this section was obtained from the focus groups conducted in the CoTs with the students from different disciplines. Seven focus groups were conducted at the four CoTs to obtain sufficient data. Throughout this section some symbols are utilised to indicate the sources of citations. Table 4-1 explains the symbols used to indicate the sources of citations in this section:

R	The Researcher
Ss	More than one student altogether
S1, S2, S3 …	Student 1, student 2 ….

Table 4-1 Symbols used to indicate the citations

Throughout the focus groups, the students presented various insights about the impact of their HoDs and the Deans on their learning attitudes. Most of them pointed out the indirect impact of leadership on their study through organisational rules and leaders' decisions. Besides, many students pointed out that their teachers had a significant impact on their study along with the Deans and the HoDs influence. Some students further explained that teachers spent more time with them in the classrooms, labs and at advisory sessions. Therefore, most of the students agreed that their relationship with their teachers was stronger than with their HoDs because many of their academic issues and some personal issues were sorted out by their advisors. Nevertheless, the decisions of the Deans and HoDs impacted negatively on the teachers' morale which, in turn, affected their teaching methods in the classrooms.

A number of students pointed out that their relationship with their HoDs and the Deans was weak. Some students explained that they were in their fourth year yet they had never interacted with their Deans because they had never met them on any occasion. Furthermore, some students asserted that they could not even distinguish their Dean from other employees because they had never met them previously, as the following excerpts illustrate:

R: As students, if you have any personal or academic issue, to whom you go to get assistance at the college?

Ss: Our teachers, all our issues sorted by our teachers. We don't go to anyone else in the administration.

S3: our teachers sort out our problems or we depend on ourselves or at least we discuss it with our close friends to find good solutions but we don't go to the HoDs nor the Dean.

R: When do you think you are going to your HoDs or your Dean, and why?

Ss: No no we never go to them, even we don't know them.

S5: We don't know them, we don't know our HoD or the Dean because they don't mix up with us or meeting us therefore we don't know them. We just get help from our teachers.

S1: our relationship with them is very weak because we never see them. And if we have any issue then we go to our advisor or our teachers.

Most of the students in all focus groups asserted that meeting HoDs was easier than meeting their Deans. This was because the offices of their HoDs were within their departments whereas, the Deans' offices were in different premises and always their Deans were in meetings. Moreover, the Deans were always busy and they had no time for the students; hence, most of

interviewed students asserted that they never went to their Deans because they would not meet them.

Similarly, some students agreed that despite the fact that they could meet their HoDs easily, most of their meetings with their HoDs were ending up without achieving their purposes because their HoDs claimed that the students' requests were contrary to college rules. Therefore, the students said that, most of the time before they went to meet HoDs, they knew that they would not get any benefit from their meetings but at least they wanted to draw their issues to the attention of their HoDs. Accordingly, some students said that they were becoming disappointed when their needs were rejected because some of their issues should be resolved as they influenced their entire study at the colleges.

Some students pointed out that they were disappointed when they received negative replies from their HoDs or their Deans. For instance a group of students distinguished between two of their HoDs; they were very disappointed with a former Omani HoD because he was very rigid with them in his manner of speaking with them, as well as the fact that he was not giving them sufficient time to voice their opinions. They said that he was not respecting their suggestions and he was not respecting them as mature students because most of the time he was declining requests for him to meet them. Accordingly, some of his students applied to transfer to other CoTs in order to have a better learning environment because their learning attitude had decreased and their results had been negatively influenced. As well as this, some of them changed their discipline to another discipline in order to avoid his rigid approach, as the following excerpt illustrates:

S1: To be honest with you, when the former HoD was here in the department, most of the students decided to change their specialisation because of his rigid way in dealing with us.

S5: Because his decisions were always against the students in general. For example he changed the assessment scheme that impacted our grades. Our grades became very low because he complicated the exams system. There were 3 short exams and the final exam, so the new system was approving the average marks of all exams. This was unfair for us because the final exam is the main exam while the short exams were just quizzes. We went to the former HoD and discussed with him our views but he said he couldn't help us or change that policy. Always he was saying impossible, impossible to change any decision hence, a big number of the students left the college and went to other colleges.

Ss: Yes, his way had negative impact on our optimism

S3: Many students failed in some subjects and when we went to him, he said he wants us to understand the content of the subjects. He said that the new system will encourage the students to study harder to understand the content and to get high grades.

Furthermore, some groups concentrated more on the importance of communication methods of the HoDs and the Deans with the students. Some

students pointed out that their HoDs and their Deans had a rigid interaction style with the students. Some of them added that they did not mind that their requests were rejected but it should be done in a respectful manner. They suggested that communication approach of the leaders had a significant impact on their morale. They distinguished between the impacts of interaction approaches on their learning morale; some approaches motivated them whilst others demoralised them. Kindness and courtesy was the method that they expected at all times when they needed support from any person. Polite advice and instructions were much respected unlike rigid methods. Therefore, some students asserted that they avoided interacting with rigid HoDs in order to avoid any conflict with them. The following excerpts illustrate the students' insights about the communication approaches of their HoD and their Dean:

> *S1: There is a big gap between us and our HoD because he doesn't understand our feelings, he doesn't listen to us or even meet us. Even when we meet him, he doesn't give us a sufficient time to speak, he interrupts us, really we wish if they changed him.*

> *S3: I think there are barriers between us as students and the HoD and thus he doesn't understand us or understand our needs. Those gaps between us and him make the communication with him difficult. Therefore, if we have any issue with any subject or a teacher we don't find any help or any one listen to us to get help.*

S1: The interaction way of the HoD and the Dean could encourage us to be more active in our study and in other activities in the college. However, to be honest I haven't seen or met the dean for more than two years now and even if I see him in the corridors I would not be able to recognise him. Whenever I go to meet him in his office or getting an appointment his coordinators always ask me to go back to my department because the dean is busy and he hasn't got sufficient time to meet the students.

The above perception of the students was supported by another group of some of the foundation students who pointed out that at the beginning of academic year, they were just moved on from school culture to college culture; thus, they needed time to adjust to the new system through a friendly environment. Unfortunately, the students said that they were shocked when their Dean and their HoD presented their words on induction programme. The students explained that the content words of the Dean and their HoELC revolved around warning the students from breaking the college ethics and rules. Some students added that the words of their leaders scared them because the students imagined that the college wanted them to be perfect at all elements otherwise they would be debarred from the college. Therefore, some students said that some of their peers left the college and looked for jobs because they could not be perfect at all times.

Furthermore, most students over all CoTs agreed that the leadership decisions and college rules exerted a significant influence on their learning. The students pointed out that some decisions increased their learning

attitude whilst, some others disappointed them. For instance, the majority of students across all colleges discussed the policy of unannounced short exams which was not successful because it made a huge change in some of the students' results. However, at one of the groups, an argument emerged about unannounced exams between male and female students. The boys preferred to announce exams timetables in advance in order to be ready beforehand for short exams. This is because some of them appealed that their grades dropped down because they had five short exams every month; hence, informing them about the exact dates and times of exams could assist them to be ready for all exams. One of the students admitted that he was about to leave the college because he could not cope with this decision but then he was encouraged by his family and friends to concentrate more on his study and continue. Accordingly, some Deans' decisions were considered as challenges that faced some students because they influenced their results negatively.

Therefore, some students suggested that they should be allowed to participate in decision making related to students' learning and activities. They also suggested the provision of suggestion boxes to write their opinions and requests. Some students added that suggestion boxes would encourage all students to voice their opinions safely and confidentially without fear of negative repercussions. Then, they would be able to pass their voice to their Deans confidentially.

In the same vein of the impact of the influential role of HoDs on students, some students at one of the groups described their Western HoD as an effective leader because she was very supportive and a good listener. She

was giving the students sufficient time to speak and explain their needs or issues. Moreover, she was sorting out their issues as much as she could. They were very pleased with her style because she was respecting them and respecting their views. They described her as an effective leader because she was finding solutions for most of students' issues. Likewise, another group of students praised their American HoD; they said that he was giving them sufficient time to listen to them in a friendly manner. He was referring to himself as a friend of students not their HoD. Therefore, the students were inspired by his style of interaction, and they could meet him without advanced appointments because they could turn up at any time when he was free. Moreover, he was dealing with their issues and supporting their applications at the Dean's office. They were very pleased with his style of leadership and they felt that they were fortunate to have him as their HoD.

In the light of fulfilling students' needs, some students stressed the importance of fulfilling their personal and academic needs. For instance, a group of IT students presented an example that they required a course on a computer programming called CISCO which was crucial for the final year students and it was highly demanded by the Omani labour market. Therefore, they applied to their Western HoD to provide them with this course. However, their HoD had to obtain the Dean's approval because the course needed some financial funds. Eventually after a long process, the Dean approved their application that inspired them and improved their morale because their need was being met. The students explained that they appreciated the Dean's approval because that would improve their academic and labour skills. Therefore, the approval of that course created a trustful relationship

between them and their HoD because without his intervention, they would not have been able to get the approval of the Dean to start the short course. Therefore, the students said that the support of the HoD and the Dean inspired them to collaborate with college leaders to represent the college externally and participate in internal and external events.

Moreover, some students pointed out that the policy of the CoTs in involving students in local and international events encouraged them to study their modules in depth. Some students explained that their participations in national exhibitions and international competitions encouraged them to be more innovative in their learning projects. The students explained that their HoDs selected active students who produced good projects to participate in national competitions between the HEIs in Oman. Thus, they suggested that such activities motivated them to innovate in their projects and study their modules in depth.

Despite the positive impact of participation, some students complained that many competitions and exhibitions were conducted during study time that in turn influenced their test results. A student presented an example that he participated with his project at local exhibition for almost a week. However, he missed some classes and an Asian HoD declined to provide him with any assistance. Accordingly, he dropped that module at that semester and he had to study it again at the next semester, as the student explained in the following excerpt:

> *P6: I will give you an example of how the leadership impacted on my learning; one of the last semesters I have*

dropped a section. This happened when we were representing our college in one of the events outside the college and we were participating with our projects at the second year. We spent a week at that exhibition and then we returned to the college at the mid-term examinations. Thus, I got low mark in one of the subjects and I dropped it to study it again in the next semester.

In the light of recognising effective students, the focus groups revealed that appreciating students' effort by the HoDs and the Deans was crucial to motivating them to devote more effort towards their study. A group of students from Shinas College of Technology (ShCT) acknowledged that they had been rewarded by their Dean at the end of last academic year which motivated them to work harder in the current year. They were given appreciation certificates that in turn improved their learning attitude. Moreover, they suggested that their Western HoD was encouraging them verbally and always was gathering them in small parties at the end of each semester to thank them and sometimes giving them small rewards. They said that those small rewards had a significant impact on their study because they felt that their effort was being valued. Likewise, another group of students pointed out that they got support from their Western HoD when their projects received high scores at the competition of the Sultan Qaboos University. Additionally, he posted his gratitude on the college website that made them proud of their achievement as the following excerpt explains:

S8: last year, they rewarded us as the best students in IT department and particularly in 'programming' to Sultan

Qaboos University in Muscat for five nights. That motivated us and we had been encouraged to study harder and we got best grades and compete effectively in national and international computing competitions. Therefore, we ask them to conduct internal competitions in the college to train us in some programmes to be ready for national and international competitions.

Ss: Yes, has a significant impact particularly when we read the thankful note of the HoD that was posted on the college website.

S4: For example when we participate in competitions we feel that we need to work more, we were encouraged more to learn more, to search for information more and we try our hardest to learn from different resources.

On the other hand, some students at the Higher College of Technology (HCT) were highly critical that they had never been appreciated by their Dean or even that they had not received a single word of gratitude. Only one HoD called his students and rewarded them with a very simple gift which was a mobile charger that had not satisfied them because they expected more valuable awards. They expected more from their college because they represented it effectively in national and international events. They were disappointed by the reaction of their college to their effective participation, as the following excerpt reveals:

S3: Moreover, the college doesn't enhance our ideas or motivate us when we do good projects. For example, we got high scores and we got first prizes in the local competitions between all the colleges and universities but we haven't got good motivation from the college, they did not reward us. Even the Dean did not call us or thank us, really, we were upset. Just our Head of Engineering department rewarded us with a mobile charger (all students laugh). (HCT)

On the subject of the impact of teachers on students' performance, the students asserted that the Deans and most HoDs did not listen to students' views about some of their teachers. The students said that their HoDs were responsible to take action against some teachers who had negative impacts on students' learning. Some students said that the teaching methodology of teachers was a key influential factor in their learning. The students pointed out that despite the negative impact of some teachers on students, some Western teachers encouraged them to search for in-depth knowledge and they were clarifying ambiguous elements by providing them with some references that supported their comprehension. The students acknowledged that effective teachers had a positive impact on their learning attitude and results.

In contrast, some teachers were seen by students as having a negative impact on their learning because of their teaching methodologies. The students confessed that some Asian teachers merely read their slides without further explanation. The students complained that this type of teaching wasted their learning because they never benefitted from it. Furthermore,

some students asserted that they were asked to memorise the content of handouts in order to pass their exams. The students confessed that they complained many times to their HoDs but nothing changed. They wished that their colleges would provide them with skilled teachers who were able to guide them to further knowledge. The following excerpts present a comparative insight between two teaching methodologies and their influence on the students:

> *S4: Well, some teachers teach us as per their mood not considering us as mature students for example, the Western teachers teach us in a way that enhance us to seek for more knowledge and encourage us to read more about the taught themes but some other nationalities just give us some handouts and ask us to memorise them because the exam is just from those handouts.*
>
> *S5: Besides, their spoken language is not clear and we need time to get used to it. You know, our teachers are not from one nationality, they came from different parts of the world and they speak English in different intonations for example, (X nationality) have their own accent, (Z nationality) speak English in different accent and so forth. But some teachers for example the Canadian and Australian teachers understand that we are Arab and study in English so they try to make their language very clear. They come down to our level and try to convey their language in understandable terms.*

Moreover, the above excerpts demonstrate another cultural issue that was faced by the students from their multinational teachers. This was the intonation of their English language. The students pointed out that despite English being the formal teaching language at the CoTs, the students had some difficulty in understanding the intonation of some teachers' language. The students pointed out that every nationality of teachers spoke in their own accent. Therefore, it was difficult to understand the explanation of some teachers as their accents were difficult to understand it. The students also pointed out that despite the fact that they evaluated their teachers at the end of each semester, their HoDs and the Deans did not consider the results of students' evaluation. Moreover, some students said that they were disappointed when their evaluation was not taken into account by the HoDs or the Deans because they noticed that their views were not valued by the leaders.

Thus, from above discussion of students, a number of themes emerged. The students pointed out a direct and indirect effect of the HoDs and the Deans on their learning. The direct effect was through the direct interaction of the students with their HoDs or the Deans when they looked for a meeting with them to resolve a particular issue. The methods of interactions had a significant effect on their learning attitude and morale because that reflected the extent to which their HoDs or the Deans respected them. Nevertheless, the students displayed their dissatisfaction about some sorts of communication approaches of certain HoDs and Deans because they did not respect students. In contrast, the students were inspired by the approaches

of Western HoDs because they were respected more by them than by the Omani and Asian HoDs.

The indirect effect of leadership on students was through the impact of the leaders' approaches on implementing the rules, internal decisions and suggestions. Besides, the students pointed out that some decisions affected students' results negatively; thus, some students decided to leave the colleges. Accordingly, the students suggested that college leaders should evaluate their decisions before implementing them on the ground. Moreover, some students suggested to their leaders to engage the students in making some college decisions by providing suggestion boxes. Further discussion will be presented in the following chapter.

4.6 Conclusion

The purpose of this chapter was to present the data that was obtained from semi-structured interviews and the focus groups and to highlight the key themes of this research. The chapter comprised six sections that presented the insights of every group of respondents separately. The first section of data presented the Deans' perceptions about leading multinational employees. They presented various leadership approaches in interacting with teachers and students. The second section presented the insights of the HoDs. Unlike the Deans, the HoDs were mostly multinational leaders, they had come from Africa, Australia, Europe, Asia, America and some from Oman. The third group of respondents was the teachers; they presented their insights about the impact of leadership on their work. The last section presented the students' views about the impact of academic leadership on their learning attitude. The students of the CoTs are Omani's because the

CoTs are public colleges that provide free teaching services solely for local students.

The next chapter discusses the main findings and themes that emerged from the analysis chapter. The implication of the findings will be discussed in relation to the Research Questions (RQ) and with reference to the literature of academic leadership.

Chapter Five

Discussion

5.1 Introduction

The purpose of this chapter is to discuss the key findings that emerged from the analysis in the previous chapter. The findings will be drawn together and will be discussed in relation to the research objective and the available literature on effectiveness of leadership in an academic context. Moreover, this chapter demonstrates the key contributions of this study to the existing literature of leadership. To restate, the study was designed to explore the characteristics of effective leadership within the academic context of the Colleges of Technology in Oman. The findings are discussed within the framework of three themes as follows. The first theme (5.2), discusses the leadership adopted by the Deans and the HoDs. The second theme (5.3) is leadership impact on teachers and students. The third theme (5.4) discusses the challenges that confronted the work of the Deans and the HoDs at the CoTs and how they attempted to resolve them. The final section (5.5) concludes the key points of this chapter.

Therefore, simply the structure of this chapter represents the four stated themes as illustrated in the following figure 5.1:

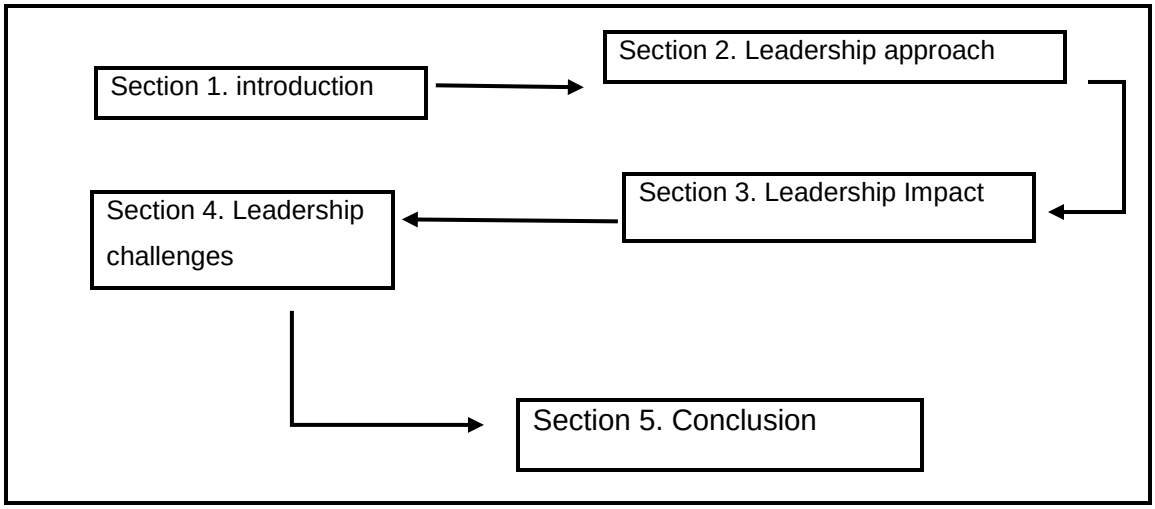


Figure 5-1The structure of chapter five

5.2. Leadership approaches

The data obtained from the Deans and the HoDs as presented in section 4.2 and section 4.3, reveal that the Deans and the HoDs were highly constrained by institutional pressure from the Ministry of Manpower (MoMP). The MoMP controls the entire modus operandi of the seven Colleges of Technology (CoTs). Therefore, the duties of the Deans and the HoDs are specified explicitly in the College Bylaws. The duties of the Deans are to supervise and implement the academic plans to be achieved within a time framework (Ministry of Manpower 2004: 11). Similarly, the duties of the HoDs are to run their departments through supervising the "implementation of curricula, syllabi and academic plan" (Higher College of Technology 2017b: 21). Thus, the Deans and the HoDs are constrained by the MoMP to do specific duties that lead them to achieve ministerial goals by following the instructions and guidelines that are provided by the Quality Assurance Unit (QAU).

The job of the AQU is to make sure that the Deans run their colleges as per the guidelines and instructions of the Ministry in order to ensure consistency between the clusters of the CoTs and to avoid deviations (Dimaggio and

Powell 1983; DiMaggio 1991; Roberts and Greenwood 1997). Accordingly, all sorts of pressures from the MoMP represent the institutional constraints that impede the performance of the Deans and the HoDs and influence their leadership approaches. This is because their duties are specified in the Bylaws and they have to follow the same rules, same regulations, same plans and same working system to achieve common goals.

In fact, the MoMP coerce the colleges to follow the same regulations regardless of the variations in the colleges' environment and demography. The findings reveal that the colleges vary in terms of the number of the employees and students because some colleges such as Higher College of Technology (HCT) in Muscat comprise larger numbers of students and international workforces. Some international HoDs such as Australians, Americans and South Africans complained that they looked for further work autonomy to exploit the multinational experiences of their teachers and to come up with effective outcomes. However, the institutional pressures from the MoMP and the rules of the CoTs constrained their work autonomy because they have to focus on supervising the performance of employees and the implementation of rules. These rules were accepted by the Omani and Asian HoDs but were strongly contested by the Western HoDs because they were used to having work autonomy and had not been restricted by supervision duties. Therefore, this study supports the findings of previous studies that the institutional and individual autonomy in the Asian HEIs contexts such as in China (Wilson and Zhang 2010), Oman (Al-Lamki 2002; Common 2011) and UAE (Bealer and Bhanugopan 2014) were considerably more highly constrained by regulations and cultural issues than in European

countries. This is because all CoTs were established to achieve a common aim which was to fulfil the needs of the Omani labour market with skilled and knowledgeable graduates (Ministry of Manpower 2004: 6; Ali 2012). Therefore, the MoMP exerts a high degree of control on the Deans and the HoDs of the CoTs in order to ensure that all colleges are managed in unison in order to achieve the same goals and produce the same quality of manpower.

Accordingly, this study adds to existing literature that there is a strong relationship between the institutional theory (Meyer and Rowan 1977) and transactional leadership behaviours that were adopted by the Omani and Asian Deans and HoDs. This is because most of the Omani and Asian Deans and HoDs followed their duties to achieve the specified goals in the Bylaws and did not care with transforming the performance of employees. This goes in line with the key concept of the transactional leadership theory that they lead their people to achieve their specific goals within a certain time span in order to receive their salaries as per their working contracts (Burns 1978; Bass 1985). This relationship between the institutional pressures and the transactional leadership approach of the Deans and the HoDs in the CoTs is explained explicitly by institutional theorists; that the cluster of the organisations affiliated to the same organisation share same goals, strategic plan and work as per one set of Bylaws to achieve certain outcomes (Meyer and Rowan 1977; DiMaggio 1991). Therefore, the leaders of the CoTs concentrated on observing the performance of their employees rather than transforming the followers' performance because the priority was to comply with ministerial instructions over transforming employees' performance. This

is in line with the conceptualisations of transactional leadership approach (Avolio and Bass 1995) that the priority is achieving the allocated tasks in order to receive contingent incentives.

Moreover, the Deans lead their colleges as per institutional instructions of the MoMP in order to gain legitimacy and to avoid performance consequences related with deviance from their expectations and norms (Dimaggio and Powell 1983; Johan and Rowan 1991; Zhao et al. 2017). Therefore, the Deans and the HoDs of all the colleges followed similar regulations to achieve a common strategic plan within a specific time framework. The Bylaws provide guidelines for the Deans to lead the colleges that are complying with the ministry's laws (Bruton et al. 2010) to assure "institutional isomorphism" (Napoli 2014: p.351) through resembling one another over all domains by following the letter of the laws rigidly. Therefore, the Deans discuss their achievements and decisions in their meetings of Deans' council at the MoMP to be moderated and endorsed by the General Director (GD) and later on circulated to other CoTs to be implemented. Accordingly, all the principals of the CoTs attempt to adhere to the provided instructions in order to avoid any differences in implementation from other colleges because deviations would lead them to further consequences. Moreover, the aim of the QAU at every college is to ensure that all colleges implement quality standards of the MoMP and follow them without any changes or modifications.

Nevertheless, in the issue of leadership approaches, the findings revealed a significant difference between the leadership approaches of Western HoDs and HoDs of other nationalities including the Omani and Asian Deans and

HoDs. The Western HoDs were more effective than Omani or Asian leaders because they employed behaviours of both the transformational and transactional approaches (Bass 1985). The findings revealed that the Western HoDs were able to fulfil the requirements of the MoMP but by adopting a different approach than other HoDs. They inspired their employees to participate in the leadership process by sharing their experiences. Moreover, they encouraged their teachers to be more innovative in their duties and not just stick rigidly to their assigned job descriptions. This is because the Western HoDs believed that the work goals could be better achieved by encouraging innovation amongst employees (Bass and Avolio 1994; Vermeulen et al. 2016). They inspired their teachers to deliver their module contents but by modern methods that improved students' learning skills and labour knowledge. Moreover, they always sought to improve their relationships with their followers by engaging them in making decisions and looking after their personal needs (Militello et al. 2013). This study adds to existing studies that notwithstanding the institutional pressure on Omani HEIs (AlKindy et al. 2016), the Western HoDs possessed abilities to interact with the institutional pressures by a more flexible approach that adopted both transformational and transactional behaviours. Bass (1985) argued that effective leaders possessed the ability to employ the behaviours of both transformational and transactional leadership approaches to run their organisations smoothly and achieve better results as borne out in this research. Additionally, the findings of this study support other studies that showed that transformational and transactional leadership approaches were contextual methods because Omani and Asian leaders adopted only the

transactional approach but the Western leaders adopted both the transactional and the transformational leadership approaches (Fukushige and Spicer 2011; Pauliene 2012; Bealer and Bhanugopan 2014).

This study reveals that Omani and Asian leaders at the CoTs adopted only the transactional leadership approach in order to be in line with the institutional requirements of the MoMP, whereas, the European, Australian, South African and North American HoDs adopted the behaviours of both approaches which satisfied the needs of both the MoMP and of their employees.

With regard to the leadership approach adopted by the Deans, it is worth mentioning that most of them valued the role of induction programme as a leadership tool for explaining the working system to new employees. The study reveals that the Deans paid great attention to the induction weeks to present their vision, mission and rules to new employees. Therefore, new employees were introduced to their new workplace by showing them the positive elements of achievement over previous years. Hence, induction week aimed to provide new employees with a clear and positive image about the working environment. This is supported by other studies that induction programmes assist new employees to cope with their new workplace environment and understanding the nature of their work (Smith and Ingersoll 2004).

The Deans' comments about the importance of the induction programme have been supported by the data obtained from the HoDs and the teachers. They valued induction programme as a guide to understanding all aspects of

life at the CoTs and to understand Omani culture in general. This goes in line with the findings of Sukanya(2015) who suggests that workshops at the induction programme help expatriates to understand workplace culture and to work confidently. Besides, providing the teachers with a guide book at the end of the induction programme also assisted them to understand their rights, duties and college rules. This goes in line with the insights that transactional leaders stipulate work boundaries for their employees to achieve specific goals as requested (Bass 1985; Bass and Avolio 1997; Judge and Piccolo 2004). The induction week is utilised as a leadership tool by both the Deans and the HoDs to inform all employees about specific elements of their working practices. This is in line with other studies that transactional leaders and followers agreed on specific levels of performance to be achieved in order to get rewards and avoid undesirable consequences (Bass 1985; Vandenberghe et al. 2002). Unlike the Deans who present the college vision mission and goals, the HoDs employed their part in the induction programme by presenting their departmental rules to their new employees such as teachers' duties, work culture and students' culture. Accordingly, this study adds to existing literature that an induction programme is valued by the Deans and the HoDs at the CoTs as a transactional leadership tool to present their rules to their new employees.

In contrast, the findings revealed that some Western HoDs did not merely focus on presenting employees' duties and departmental rules; rather they displayed socialised charisma (Bass et al. 2003) during the induction programme by creating good relations with employees and breaking through cultural barriers. Realising that most of their employees were expatriates

from many diverse cultures, the induction was designed by the Deans and HoDs to help the teachers to break through cultural constraints in order to work together in a friendly manner. Accordingly, they motivated them by creating good relationships with them. This supports earlier studies that found that transformational leaders motivated followers and energised them by developing good relationships with them (Bass and Avolio 1994; Avolio et al. 1999b; Grimm 2010; Turnnidge and Côté 2016). The findings revealed that the Western HoDs continued to show their employees good examples of supportive leadership; thus, they endeavoured to be exemplars for their employees at work from the first day at the colleges. They devoted more time to accomplishing good work as well as supporting employees at any time. Moreover, the findings reveal that they adopted intellectual stimulation by creating a teamwork spirit in their departments from the first day of induction week to encourage their followers to work in a collaborative environment (Bass and Riggio 2006; Kendrick 2011; Shahmandi et al. 2011; Turnnidge and Côté 2016). This is supported by the findings of Ingersoll and Strong (2011) who revealed that the package of activities and support of the induction programme provided new teachers with a positive impression about their new workplace. Therefore, this study contributes to the literature by revealing the importance of induction programmes for breaking cultural barriers between teachers from diverse cultural backgrounds.

Furthermore, the findings indicate that because of the institutional pressures exerted from the MoMP, the Deans and the HoDs employed the transactional behaviour of active management by exception (Bass 1985; Vandenberghe et al. 2002). They had a continuing mentoring system to watch over employees'

performance for any fault that might arise and correcting them (Bass 1985; Seyal and Rahman 2014). They also utilised peer observation as a tool to observe and correct teachers' performance. Thus, some colleges encouraged their teachers to participate in peer observation and give their feedback at the end of each observation. They were encouraging their teachers to support and affirm each other through positive feedback for good practice. This is because the organisational performance in Oman is achieved by constant monitoring, guiding and steering employees by the leaders to the correct direction (AlKindy et al. 2016). Therefore, the leaders of the CoTs pay a high interest in observing employees' work and correcting their mistakes instantly because they suggest that any teachers' mistakes could influence students' learning.

Nevertheless, this perception was contested by the Western HoDs who asserted that they were not looking for their followers' mistakes; rather they presented themselves as a constant support to them before any mistake emerged because they worked at the same deck. Hence, they supported each other to avoid mistakes. Moreover, they encouraged their teachers to share their work errors with their colleagues to find out appropriate solutions. Therefore, the findings reveal that Western HoDs inspired their employees to work together as a team that assisted its members to come up with a good performance. This is in line with the intellectual stimulation approach that does not criticise employees for their mistakes; rather they are encouraged to learn from their mistake and find ways to resolve them (Bass 1985; Bass 1998; Bealer and Bhanugopan 2014; Afsar et al. 2017).

Furthermore, the findings reveal that some Asian HoDs employed the passive management by exception approach (Bass 1985; Howell and Avolio 1993; Yukl 2006; Basham 2012). The passive management by exception is a transactional leadership behaviour that has a negative impact on employees because the HoDs do not intervene in employees' performance until errors occur. Then the HoDs correct employees' work errors by reporting them and deciding on administrative consequences (Howell and Avolio 1993; Bass and Avolio 1997; Yukl 2006). The Asian HoDs suggested that the Bylaws and employment contract comprise sufficient guidance for employees to avoid work errors. Therefore, they do not provide their employees with needed mentoring because they believe that the employees should read their contract and the Bylaws thoroughly and act upon them. Thus, the HoDs do not anticipate any work errors, they do not intervene to mentor their employees until critical errors occur, then they interfere to take appropriate administrative action to correct employees' mistake via warning them. Accordingly, this leadership approach is unproductive in academia because it de-motivates subordinates and does not improve the performance of the CoTs (Hinkin and Schriesheim 2008; Walter and Scheibe 2013; Doucet et al. 2015).

Moreover, this study reveals that the MoMP have an evaluation system to evaluate the performance of all teachers at CoTs that should be conducted by the Deans and the HoDs. This is because the evaluation system is part of a work system of all public and private organisations in Oman to track the performance of employees and to decide future recruitment (Mujtaba et al. 2010; AlKindy et al. 2016). Thus, the Deans and the HoDs employ evaluation

systems as a transactional leadership tool to track employees' performance to ensure whether they comply with their plans or not. Moreover, the Deans rely heavily on their results of staff appraisal forms to know their performance in order to take further actions against weak employees. Accordingly, the findings reveal that the Deans and the HoDs employed contingent methods to correct their weakness and contingent rewards to reinforce good performance to the highest rated employees in staff appraisal forms. This is in line with existing studies that transactional leaders responded to followers' performance by rewarding them for accomplishment of good work and reproving others for unacceptable standards of work (Bass 1985; Maryam et al. 2013; Buengeler et al. 2016; Gebert et al. 2016). Furthermore, the findings revealed that the Deans relied heavily on the HoDs' perceptions and evaluations of their employees because according to the Bylaws, the staff appraisal forms were first filled up by the HoDs and then endorsed by the Deans. Therefore, the hierarchical system in evaluating teachers' performance was part of the working system of Omani HEIs (Al-Lamki 2002; Mujtaba et al. 2010; AlKindy et al. 2016). Moreover, this study supports existing studies that leadership in Omani organisations still employed traditional leadership tools such as staff appraisal forms which reflected a subjective perception of senior managers about employees (Common 2011) rather than more objective criteria.

However, the findings reveal a cultural problem which emerged when evaluating employees' performance. This is because the staff appraisal forms are filled up by the HoDs that in turn is a very subjective perspective because it relies on the perceptions of the HoDs of the teachers. Besides, the views of

the HoDs depend on the strength of their relationships with staff members. This is because leadership behaviours in Oman are shaped by the cultural context and the people in Oman still have a tendency towards favouring their tribal people over others (Mujtaba et al. 2010) Consequently, if the relationship is good between the HoDs and the employees, then the results could be highly rated. However, if they are in a conflict and their relationship is not good, then the results of evaluation would be negative. Therefore, in this situation, the results of the evaluation system might not be reliable because the HoDs could use their subjective points of view to rate the performance of teachers (Bremner 2011).

In relation to improving employees' performance and correcting work mistakes, the study reveals that the CoTs relied on a number of methods such as providing them with training workshops and peer observation. These methods of correcting work errors are in line with the active management by exception approach as stated earlier. Therefore, training workshops are a result of constant monitoring tools through peer observation and frequent evaluation because the training courses could improve the skills of weak employees (Bass 1985; Odumeru and Ogbonna 2013). Therefore, the Deans provided weak employees three opportunities to improve their performance otherwise their contracts would be terminated and they would be substituted by new employees. This is supported by the teachers who stated that they knew from the first week that they had a probationary period of three months and also that they were provided with some opportunities to improve their performance otherwise they would be terminated. The findings reveal that providing most weak employees with three opportunities was sufficient to

improve their performance and compliance because the employees benefited from internal workshops and peer observation. The Deans utilised the system of three warnings as a leadership tool to correct work errors of employees and to encourage them to learn from their existing multinational colleagues. This finding adds to existing studies (Bass and Avolio 1994; Avolio et al. 1999a) which asserted that peer observation was a transactional tool that was employed to monitor and correct employees' performance by detecting employees' mistakes and suggesting solutions. This is in line with the concept of the active management by exception to detect mistakes and correct them before they became worse (Bass 1985; Seyal and Rahman 2014).

Furthermore, the HoDs added to the Deans' perceptions that they relied on a Professional Development Committees (PDC) to improve the performance of their employees. The PDC created by the CoTs and led by the HoDs as part of college work systems and mentioned in the Bylaws (Higher College of Technology 2017b), to schedule the training workshops. It is in line with the conceptualisation of the active management by exception approach (Bass 1985). Both the Deans and the HoDs pointed out the importance of this committee but it has been paid further attention by the HoDs because they were part of it and they knew exactly the needs of employees. The HoDs across all CoTs agreed that the main objective of their PDC as a source for training courses was to improve the knowledge and skills of their employees (Pena-Sanchez 2012). This is in line with the Bass (1985) concept of transactional leadership as coaching followers on correct work practice that would prevent them from further difficulties. Therefore, the PDC was valued

as a part of the colleges' working system to improve employees' performance and to stimulate them to share their experiences with their colleagues. Moreover, the findings reveal that both the Deans and HoDs valued the role of the PDC because it was one of the key elements of Quality Assurance demands that they had to create and activate in their colleges.

Despite the PDC being one of the institutional requirements of the MoMP, it is utilised by both the transactional and transformational approaches because transformational leaders could stimulate their experienced followers to share their insights with their colleagues as well as resolving their academic issues with their colleagues (Bass and Riggio 2006; Boer et al. 2016). This is supported by a Western teacher who asserted that she was participating effectively in PDC by presenting her experience with her colleagues. Therefore, most of the teachers tended to benefit from her experience. This is in turn supported by some local and Asian teachers who admitted that they benefited from their Western colleagues because they were presenting new ideas that were used in developed countries. This is supported by Moon (2017) who revealed that variation in work experiences can be employed effectively to improve employees' performance.

Nevertheless, the findings reveal that some Deans adhered to their working system and did not exploit the various experiences of their employees to improve their working system. They preferred to work as per the Bylaws and the instructions of the QAU because they did not want to depart from their specified tasks. They justified this by claiming that they had their own working system that should be respected and followed by all employees. This supports the previous findings of this study that there is a strong relationship

between the institutional pressures and the transactional conceptualisation. The institutional theory exerts a strong influence on the Deans to lead their colleges as per the requirements of the MoMP that in turn lead the Deans to be extremely transactional leaders (Meyer and Rowan 1977; Claeyé and Jackson 2012). Therefore, the transactional leaders specify the duties of their followers and agree on what should be done by the employees to get their salaries and avoid punishments (Bass 1985; Vandenberghe et al. 2002; Fukushige and Spicer 2011). Therefore, the findings reveal that the main task of the teachers is teaching and advising students and less attention is paid to research. Furthermore, these findings support other studies that show that because the Omani HEIs are highly dependent institutions that are affiliated to different ministries, they prioritise teaching and relevant duties and marginalise research duties and innovations (e.g, Al-Lamki 2002; Albadwawi 2011; Common 2011; AlKindy et al. 2016).

Despite the institutional pressures from the MoMP, the findings revealed that the Western HoDs were able to employ different leadership approaches that engaged all employees in the leadership process. The findings revealed that they worked with their employees as one team and shared with them all decisions. For instance, a Western HoD showed how he had created a departmental cloud where all his team members could share their ideas with their HoD and their colleagues. This was supported by another Western HoD who said that he moderated cultural differences between his employees by engaging them in teamwork and sharing their ideas with their colleagues (Moon 2017). Moreover, the Western HoDs across the CoTs displayed their charismatic personalities by nurturing their followers and building a

considerable relationship with them (Avolio et al. 1999a; Militello et al. 2013; Jin et al. 2016; Moon 2017). Therefore, they looked after the academic and personal needs of their employees by listening to them and attempting to respond to their needs. The findings revealed that Western HoDs understood the differences between the needs of their followers and attempted to respond to them where possible, which is in line with transformational leadership behaviour (Bass 1985; Bass and Riggio 2006; Boer et al. 2016; Afsar et al. 2017). Moreover, this study revealed that, unlike the Omani Deans and HoDs, the Western HoDs encouraged their employees to be more innovative in their work by coming up with new ideas that improved their performance. For instance, one of the Western HoDs revealed that one of his teachers had suggested exchanging PowerPoint software with another advanced programme to deliver module contents; the HoD gathered all the teachers and they approved it. This is in line with existing literature that transformational leaders motivate their followers to be more innovative and update themselves with advanced technology (Chen and Tang. 2009; Grimm 2010; Herrmann and Felfe 2014; Seyal and Rahman 2014; Afsar et al. 2017).

In contrast, the findings revealed that some Omani and Asian HoDs declined to assist their employees to obtain their personal needs attended to and they rigidly followed the formal procedures to fulfil employees' needs. Therefore, they sent their employees to administrative departments such as the HR department to have their needs attended to because the HoDs believed that all members should comply with the formal procedures. This is supported by existing studies that transactional leaders are "more task-or goal-oriented than people-oriented" (Anderson and Sun 2015b: 103). Therefore, the

findings revealed that Omani and Asian HoDs dealt with their employees in different ways than their Western colleagues because the Omani HoDs suggested that personal needs should go through administrative departments not through the HoDs.

Moreover, the findings revealed that the Omani and Asian principals considered that innovation should be within the framework of specified duties and not beyond them. It is very obvious that they did not inspire their employees towards creativity because they asked them merely to adhere to their assigned duties. This is in line with the concept of transactional leadership approach that followers were asked to do their allocated tasks only in order to get their salaries and to be rewarded (Bass 1985; Avolio et al. 1999a; Jensen et al. 2016). For instance, an Asian Head of the Pharmacy Department (HoPD) relied on their provided teaching materials and content because they perceived that medical specialisations had little or no room for innovation. Their plans and materials were provided by the MoMP and the MoH; hence, the teachers should follow them without any changes. The findings indicate that those HoDs restrained the teachers from coming up with new ideas and improving the performance of their department. This is an extremely transactional approach that expected teachers to implement their existing plans and tasks without making any improvements (Bass 1985; Bass and Avolio 1997).

Accordingly, this finding supports the existing literature that transactional and transformational leadership approaches are contextual and that Asian HoDs tended to be principally transactional leaders whereas, the Western HoDs were more transformational leaders (Darwish 2000; Fukushige and Spicer

2011; Hagiwara and Wolfson 2013). Generally, this study reveals that despite the institutional pressures that are exerted by the MoMP and the Deans, the Western leaders were able to manage their leadership approach between the transactional and transformational leadership behaviours in order to satisfy the institutional needs as well as their employees' needs. This is supported by Howell and Avolio(1993) and Avolio et al(1999a) who revealed that the transformational and transactional leadership approaches could complement each other to achieve desired goals effectively.

In the context of appreciating effective teachers, the findings revealed a significant difference between the motivational methods of the Omani and Asian principals, on the one hand, and the motivational methods of the Western principals on the other hand. Unlike the Omani and Asian Deans and HoDs, the Western HoDs utilised more means for appreciating their effective teachers. This study adds to existing research that the Western middle leaders of HoDs were more effective than local Deans because they were not restricted by the limitations of their duties; rather they were able to employ their existing resources to appreciate their employees for their achievements. This is supported by existing studies that middle leaders were able to be transformational leaders when they supported their followers and motivated them (Alan 2000; Briggs 2003; Grenda and Hackmann 2014). For instance, they employed their college websites and their departmental magazines to announce the names of effective employees. Besides, they utilised verbal praise and emails to motivate hard workers. A Western tradition HoD acknowledged that verbal appreciation did not cost money but had significant impacts on employees' morale. Therefore, they could inspire

their employees and improve their performance by utilising their existing resources as a motivational means (Bass and Avolio 1997; Militello et al. 2013; Boer et al. 2016; Pongpearchan 2016).

In the context of relationship with students, the study reveals that the Deans had limited times for their students; thus, their relationships with students were very weak. Unlike the Deans, the multinational HoDs employed different methods to interact with their students. The findings revealed that they were influenced by their culture in interacting with students. The Omani and Asian HoDs had similar cultures which were reflected in their administrative departments in fulfilling students' needs such as students' affairs departments because those transactional HoDs were "more task- or goal-oriented than people-oriented" (Andersen 2015: 103). They believed that their task was merely following students' achievements not sorting out their personal issues. Some Asian HoDs came from very hierarchically structured societies; they never listened to their students because they claimed that there was a hierarchical barrier between the students and the HoDs. Thus, they sent them back to their teachers or to student 'affairs departments to sort out their issues. Accordingly, this study supports existing literature that Asian Deans and HoDs extended their transactional behaviours to include their interaction with students (Fukushige and Spicer 2011; Pauliene 2012; You-De et al. 2013; Bealer and Bhanugopan 2014).

In contrast, the findings indicate that the Western HoDs were much closer to their students. They adopted an open door policy to listen to their students and employees. Therefore, they opened their doors for them to turn up at any time and express their needs or proposals. They displayed transformational

behaviours of listening to them and fulfilling their personal and academic needs (Bass and Riggio 2006; Washington 2007; Andersen 2015). The findings revealed that the Western HoDs believe that supporting students and looking after their needs could enhance their learning attitude (Rifai 2010). Moreover, the findings reveal that the Western HoDs rewarded their students for their achievements by announcing their names on their college websites that in turn motivated the students. This is in line with existing studies that small rewards could improve students' learning attitude and could change their learning behaviour positively (Awad 2014; Garaus et al. 2016).

In relation to the duties of the Deans, the findings revealed that the Deans possessed two phases of duties, internal duties that emphasised the smooth running of the colleges in accordance with the Bylaws and external duties that were linked to the CoTs with their regional private and public sectors (Higher College of Technology 2017b: 11). Therefore, the findings revealed that both internal and external duties complemented each other because the external relationships with other organisations assisted the CoTs to achieve some of their goals such as training students and acquiring funds for their activities. Therefore, this study adds to existing literature that the external task of the Deans was essential to establishing mutual bonds with other private and public organisations. Creating relationships with other academic and non-academic organisations supports the CoTs to achieve part of their goals such as training their students and acquiring funds for their activities. Besides, engaging members from the private sector on College Boards enhanced their relationships and facilities exchanging benefits because the

external members became members of college decisions. Therefore, the policy of CoTs to engage three members from the private sector was crucial to facilitate exchanging benefits with the private sector. The HoDs supported the insights of the Deans by presenting some examples that they acquired some of their lab materials from the private sector for free and by the support of their external relationships. This adds to existing studies that claim that the role of leaders is not confined to internal duties but rather their role extends to their local communities and firms. This is supported by Smith and Wolverton (2010) who suggested that external relations were crucial in attracting support and procuring funds to support organisational activities.

Moreover, this finding adds to Full Range Leadership Model (FRLM) (Bass and Avolio 1997) an external role of effective leadership that could enhance achieving the transactional components. This is because the FRLM emphasises the internal influential role of leaders on organisations and neglected their role in creating external relationship with peers and stakeholders of private and public sectors. Therefore, this study suggests that effective leadership is able to attract external organisations to exchange benefits with them that in turn improve college performance.

The above discussion reveals that the leadership approaches of the Deans and the HoDs were influenced by a number of factors. First and more importantly, institutional pressures and working systems exerted a significant impact on their leadership approach because their tasks were specified by the Bylaws to accomplish college plans within a certain time framework. Secondly, their cultural background was another factor that imposed a significant impact on their leadership philosophies. This is evident by the

distinctiveness between leadership approach of Asian HoDs which included Omani and non-Omani ethnicities and leadership approaches of Western tradition HoDs. The Western tradition HoDs were able to employ both transactional and transformational leadership approaches to achieve their work goals and to satisfy their followers' needs. The findings reveal that they were able to cope with institutional pressures by achieving their tasks effectively and at the same time they were able to utilise their leadership abilities to inspire their followers and look after their personal needs. Moreover, the findings reveal that they engaged their followers in the leadership process by sharing with them departmental decisions by modern means by employing social media and electronic software such as intranet and clouds.

In contrast, those of Omani and Asian backgrounds were extremely transactional leaders because they came from a transactional driven working context that prioritised achieving organisational plans over employees' wellbeing. Besides, the Omani working context is a highly power distance culture (Hofstede, 1993; Minkov and Hofstede, 2011), the top leaders keep an administrative barrier between them and their lower leaders and followers. Consequently, the findings reveal that their leadership approach is shaped by cultural backgrounds of the Deans and the HoDs and the rules and regulations exerted by the MoMP.

Furthermore, the findings reveal that the Omani and Asian Deans and HoDs secured their positions by displaying their commitment to the rules and guidelines that came from the MoMP. Consequently, they minimised the experiences of their multinational followers because they suggested that the

CoTs had their own working system based on the Bylaws which should be complied with by all employees. This is in line with Scott (2008) and Johan and Rowan(1991) who argued that institutional theory was generally interested in how a group of organisations or individuals secured their positions and legitimacy by complying with the norms and rules of the institutional environment. Subsequently, the Omani and Asian Deans and HoDs adopted an extremely transactional leadership approach rather than a transformational approach in order to secure their positions and to avoid any elasticity the could lead them to administrative consequences.

5.3 Leadership impact

The variation in leadership approaches that was adopted by the Deans and the HoDs exerted different influences on the teachers and students. The leadership impact on teachers was different than the impact on the students because the students were more concerned about their learning environment that could affect their learning process and the quality of learning outcomes (Könings et al. 2005). In contrast, the teachers were more concerned about their workplace environment because the quality of social capital, the quality of organisational justice and the quality of management could have a significant impact on their job satisfaction (Breinegaard et al. 2017). Therefore, the perceptions of the teachers will be discussed separately than those of the students. The responses of the teachers and students are discussed in the following sub-sections.

5.3.1 Leadership impact on teachers

It is worth noting that the findings from teachers' interviews revealed various perceptions of the impact of leadership approaches of the Omani and non-

Omani principals on teachers' performance. Moreover, it is worth noting that significant findings revealed a variation between the impact of leadership approach of Western HoDs and the impact of leadership approach of local and Asian leaders on the teachers. This is associated with what has been discussed earlier in the previous section. The leadership approaches of the Deans and the HoDs were constrained by a number of factors that in turn had a significant impact on teachers' performance.

Firstly, the findings obtained from the teachers support the findings obtained from the Deans and HoDs regarding the impact of the induction programme on employees. This study reveals that the Deans employed the first week of every academic year as a leadership tool to introduce the vision, mission and goals of the CoTs to the new teachers. The Deans and the HoDs paid considerable attention to the induction week in order to present their working system to all teachers. Therefore, the findings revealed two different benefits teachers received from induction programme, the first one is being aware of the colleges' rules, regulations and the working culture. The second benefit is mitigating their homesickness by connecting with the culture and meeting up with other new teachers. Therefore, the study supports the existing literature that an induction programme is a method to mitigate the homesickness of new expatriate teachers once they meet their new colleagues and have a conversation with their leaders (Hudson et al. 2009). For instance, an Asian teacher said that her angst was relieved once she met other teachers and exchanged thoughts and concerns with them. Moreover, the findings revealed that the teachers become more comfortable when they were introduced to the local culture, values and norms. Accordingly, during the first

few days of the induction week they attempted to understand each other's backgrounds. Therefore, the findings add to existing literature that induction week could be utilised as a leadership tool to improve the morale of new employees and reflect a positive impression of the workplace (Wong 2005; Hudson et al. 2009).

Nevertheless, the findings indicate that the pressures of the working system and the transactional leadership approach of the Omani and Asian Deans and HoDs had been rejected by several Western teachers. This is because the leadership approach of the Deans and the HoDs emphasised the importance of accomplishing work plans, formal systems such attendance reports and complying with assigned duties and outcomes. The Omani HoDs perceived that the main duties of teachers at the CoTs was to teach and to assess their students by using course books and following the assigned procedures and instructions by their leaders (Mourssi and Al Kharosi 2014). Therefore, some highly empowered Western teachers viewed such over-controlled and inelastic leadership approaches as detrimental to their inventive abilities (Afsar et al. 2017). The Western teachers preferred to work in a more flexible environment that provided them with wider space for innovation rather than being rigidly and tightly controlled. This is in line with Spendlove(2007) who argued that the HEIs relied on independent thoughts, autonomy and creativity of their employees. Accordingly, the Western tradition teachers preferred working with some degree of autonomy to employ their own experiences and to have latitude for creativity (Darwish 2000; Bealer and Bhanugopan 2014). Accordingly, this study supports existing studies that leading multinational employees requires effective

leaders who can benefit from their various experiences (Cox 1991; Fitzsimmons et al. 2011a).

In contrast, the findings revealed that some Omani and Asian teachers presented conflicting views to those of Western tradition teachers. The study reveals that the Omani and Asian teachers accepted some particular transactional behaviours such as working within clear guidelines because they preferred to follow specific instructions to do their work as well as being rewarded for their good performance in adhering strictly to the instructions. This confirms existing studies that Asian employees preferred transactional leadership approaches (Fukushige and Spicer 2011; Bealer and Bhanugopan 2014) because they were more interested in doing their work as scheduled to ensure the sustainability of their salaries. Additionally, they were satisfied with some specific transformational behaviours such as 'inidvidualised consideration' (Basham 2012) because they had some personal needs that were required to be attended to by their leaders. Despite the findings that the Omani teachers preferred to work within specific work guidelines, they did express some satisfaction with transformative Western HoDs because they were looking after their personal needs. Nevertheless, the study revealed that they were demotivated by other transactional behaviours such as passive management by exception that emphasised detecting work errors and weaknesses (Bass 1985).

Moreover, the findings revealed that they were not more interested in engaging in administrative duties because they perceived it would not add any incentive benefits to them. Therefore, they displayed a high commitment to their leaders' instructions as well as doing their work in compliance with

their contract and the Bylaws without many changes. This is supported by the findings obtained from the interviews with some HoDs who asserted that the teachers should follow their contract and the Bylaws entirely to do their duties effectively. This is in line with existing studies that the employees of the UAE, KSA, Qatar, Kuwait, Bahrain and Oman are satisfied with their salary, simple job descriptions and promotional opportunities (Mujtaba et al. 2010; Elamin 2011).

This findings can conclude some points that first of all there are still huge cultural gaps between the employees of developed countries and the employees of developing countries (Carrillo et al. 2008). Therefore, it is worth noting that the Western teachers worked to innovate whereas, the Asian and local employees paid more attention on securing their jobs and were more interested in the sustainability of their salary. This is supported by existing studies that the local and Asian employees at the GCC were more interested in securing their jobs and salaries and that was strongly associated to their cultural backgrounds (Darwish 2000; Tzu and Adams 2016).

Furthermore, the findings reveal that despite the institutional pressures, employees who were working under the leadership of the Western HoDs displayed more job-satisfaction than the employees who were working under the leadership of Omani and Asian HoDs. This is because the Western HoDs were able to reconcile the institutional requirments and personal needs of employees through an individualised consideration approach (Bass 1985; Avolio et al 1999). The findings revealed that the Western HoDs were looking after the personal needs of their employees and were praising them for their good performance. Therefore, during the interviews some teachers were

excited and speaking pleasurably because they were pleased with their Western HoDs. The Western HoDs adopted a charismatic leadership approach that merged the cultural diversities between all multinational teachers and created a teamwork spirit amongst them. This is in line with existing literature that transformational leaders moderate the negative impact of personnel's diversity via inspiring teamwork spirit amongst them (Bass 1985; You-De et al. 2013; Moon 2017). Therefore, the cultural barriers between the different teachers has been neglected by their HoDs because they have regular gatherings with all teachers to discuss their common working issues in a friendly manner. Their discussions concentrate on their common working issues by sharing the ideas of all teachers regardless of their countries or ethnicities. Despite the fact that the HoDs and teachers were not authorised to make any changes to the working policies, the findings reveal that the teachers were happy when they were expressing their work views and discussing them in a very friendly manner with their their Western HoDs. This is in line with Grimm (2010) and Herrmann and Felfe (2014) who argue that the employees are motivated and energised by transformational leaders through adopting their views and do not blame them for any negative ideas. Accordingly, the current study confirms other studies that showed how effective leaders could create learning environments that improved organisational performance and improved employees' knowledge (Bass 1985; Afacan Fındıklı et al. 2015; Sánchez et al. 2015; Chuang et al. 2016; Vermeulen et al. 2016).

In contrast, the findings reveal that some teachers suffer from the leadership of the Omani and Asian HoDs who marginalised their long experiences and

tenure. Some non-Omani teachers held different administrative and leadership positions at their countries before they came to CoTs and they had significant experience over many years; however, they displayed their disappointed because their experiences were being marginalised. The Omani Deans asserted in their interviews that they had their own working system that was unchangeable by teachers and therefore, the experiences of the teachers could be utilised in teaching. This is because the duties of the teachers in Omani HEIs were mostly teaching, assessing and advising their students (Mourssi and Al Kharosi 2014). They were not involved in making changes to the working system. Besides, the whole working system at CoTs including policies, regulations, plans, goals and leaders' duties were formulated and endorsed only by the MoMP (Mujtaba et al. 2010; Common 2011). Accordingly, the experiences of the multinational teachers was barely utilised in the Omani CoTs because the teachers were recruited merely to hold specific teaching duties. Consequently, this study supports the findings of Naithani (2013) that work stress and workloads impacted on personal and professional lives of the teachers at the HEIs in the Gulf Cooperation Council (GCC) countries.

In relation to fulfilling teachers' needs, the teachers displayed two contested perceptions that were in line with the other points about the differences between the Western leadership approaches and the Asian and local leaders' approaches. The findings reveal that despite the institutional instructions and pressures, the Western HoDs were devoting significant effort to supporting their followers to get their primary needs of respect, trust, coaching and training and personal needs. Thus, the teachers were highly

inspired because they felt self-esteem and were able to get the assistance of their HoDs at any time. This finding argues that despite existing studies which revealed that Arab and Asian employees preferred transactional behaviours such as contingent rewards (Darwish 2000; Fukushige and Spicer 2011; Bealer and Bhanugopan 2014; Pongpearchan 2016), this study contributes that individual consideration of transformational behaviours correlated positively with employees' job satisfaction. This is supported by Bass(1985) and Pongpearchan(2016) who argued that transformational leaders were effective across cultures because they displayed a willingness to assist their followers and paying attention to the requirements and issues of individual followers. Therefore, this study supports the findings of AlKindy et al(2016) who revealed a positive correlation between transformational leadership behaviours and work performance behaviours of multinational employees in public organisations in Oman.

In terms of the influence of contingent rewards and verbal praise on teachers, the study reveals that almost all the Omani and multinational teachers became more motivated when they were appreciated for their hard effort. This supports the findings of (Bass and Avolio 1994; Kedsuda and Ogunlana 2008; Pongpearchan 2016; Afsar et al. 2017) that verbal praise and rewards improved employees' morale and job satisfaction because they noticed that their extra effort was valued by their leaders. Nevertheless, the findings reveal that Omani and Asian HoDs and Deans employed only one method of appreciation that was mandated by the MoMP. This was the monthly employee reward that was granted to three teachers per month. However, the findings reveal that it had a negative influence on the teachers for several

reasons. First of all, the process of nominating effective teachers was not clear to all employees hence, it was a very subjective process that relied on the interrelationships between the HoDs and teachers. Secondly, the final decision was made by the Deans; hence, the selection process was highly influenced by the subjectivity of the Deans and the HoDs. This supports the existing literature that showed how the Omani working context was highly influenced by the national culture of tribal and familial interdependence (Mujtaba et al. 2010; Common 2011). Subsequently, the findings reveal a negative impact of this reward on the teachers because it created envy between the teachers. This is because the Asian and Arab employees usually compared themselves with their counterparts at the same organisation when incentive rewards were granted to some but not to all level of employees (Brewster et al. 2005; Elamin 2011) and hence the teachers perceived that the equality in this reward was very low.

On the other hand, the data reveals that motivational methods adopted by the Western HoDs had a significant positive impact on employees' performance because they were not contingent on certain achievements; rather the motivations were employed to create a healthy work environment. The findings reveal that the Western HoDs employed verbal praise, gratitude emails, department magazine and their website to recognise effective employees. Accordingly, unlike the Omani Deans and HoDs, the Western HoDs did not rely solely on the incentive reward from the MoMP; rather they employed their charisma and their existing resources to motivate their employees. That in turn had a significant positive impact on the teachers. They displayed their high level of satisfaction and displayed their loyalty to

their department (Bass 1985; Afshari and Gibson 2016; Robinson and Boies 2016). This confirms the findings of many studies that transformational leaders inspired their followers by creating good relationships with them, encouraged them to learn from their mistakes and that they never blamed them for failed ideas (Moan and Hetland 2012; Tipu and Ryan 2013; Boer et al. 2016; Pongpearchan 2016; Moon 2017).

Interestingly, the above discussion reveals that the influence of HoDs on employees was greater than the influence of the Deans. This is because the employees got their work directions and duties from their HoDs and other administrative departments such as HR department. This confirms the findings of Chun et al(2009) who suggested that middle leaders had more influence on followers because they were closer to them than top leaders.

Furthermore, according to work context, the Deans as the higher authority at the CoTs did not accept immediate applications from the teachers because teachers' applications should follow certain channels to be fulfilled. They had to submit their needs and sort their issues with HoSs, HoDs and Associate Deans respectively. This in turn influenced their interrelationships with their Deans negatively. This supports the findings of existing studies that Omani culture was categorised as high on power distance and higher in collectivism than other Arab nations (Hofstede 1993; Mujtaba et al. 2010). Therefore, because of the high power distance culture (Hofstede 1993), hierarchy and disparity between the Deans and the teachers, the teachers were not allowed to meet their Deans immediately (Mujtaba et al. 2010). Therefore, this study supports other existing literature that generally the leadership in Oman was still more traditional in practice through the power or coercion exerted by top

leaders (Common 2011) and supports the position of Hofstede(1993) that Arab culture was a collectivist and power distance culture. Accordingly, this study confirms existing knowledge that the impact of the HoDs on teachers was greater than the impact of the Deans because of power distance culture between the teachers, HoDs and the Deans. Thus, the HoDs were closer to their teachers than the Deans who were busy with wider responsibilities.

5.3.2 Leadership impact on students

This study reveals several conclusions regarding the influential role of the Deans and the HoDs on the students' learning at the CoTs. This study supports existing literature that the Deans had only a small role or an indirect influence on students learning that was primarily mediated by teachers (Hallinger and Heck 1998; Robinson et al. 2008; Muijs 2011). This is because the Omani Deans had less direct interaction with students because their main interaction was with the HoDs and the HoDs transmitted the Deans' instructions to their teachers and finally to students in classrooms. Therefore, the Deans instructions which were implemented inside the classrooms through HoDs and teachers perhaps had an influence on students' learning and attitudes. The Deans exerted their influential role on students' outcome by creating good learning environments, providing the students with all needs of academic facilities, recruiting good teachers, improving teachers skills and creating good relations with them (Robinson 2007). Furthermore, the study evidenced the indirect role of the Deans on students' learning when they passed their decisions to the HoDs and the HoDs circulated the decisions to the teachers to be implemented in the classrooms. This hierarchical relationship between the Deans and the students' learning supports the claim

that the Deans had a small or indirect influence on students' outcomes (Hallinger and Heck 1998; Robinson et al. 2008; Ellis 2016).

The study reveals that students over all the colleges rejected a new assessment system that was mandated by the Deans that in turn affected students' learning. Moreover, the teachers were the key people who were responsible for implementing and convincing the students about the new decision whilst, the Deans and the HoDs were not directly involved in this process. Accordingly, this finding supports existing studies that the influence of the leaders on students' learning was mediated by the teachers in the classrooms because the teachers were in the middle between the top leadership and students (Hallinger and Heck 1998).

Furthermore, this findings reveal that engaging students in making some decisions and creating a satisfactory learning environment is crucial because some leadership decisions impacted on the learning system of the students at the colleges (Lubben et al. 2010). The students of the CoTs suggested that they should be allowed to participate in making college decisions by providing them with suggestion boxes or establishing students' boards. The students perceived themselves as the key part at the colleges; thus they had the right to voice their opinions regarding any academic decision that affected their learning. Accordingly, this study supports existing literature that involving students in making some college decisions could improve their motivation toward learning (Strikwerda-Brown et al. 2008; Witte and Jansen 2016). Moreover, this could go in line with the conceptualisation of Yukl (2010) that effective leaders convinced their followers to adopt their working plans and to implement them. This is because the students are the key

stakeholders at the CoTs; thus they have the right to be persuaded about how to implement the rules.

Nevertheless, the findings reveal two contrasting views of students based on the impact of their Western HoDs and the impact of Omani and Asian HoDs on their learning. The findings reveal that the students inspired were more by their Western HoDs who were always friendly with them and they broke the administrative barriers between them and their students. The Western HoDs knew how to touch the hearts and minds of their students when they created good relations with them. Moreover, they inspired students by recognising their efforts in both their study and departmental activities that energised the students to work harder and improve their loyalty towards their departments. This is consistent with existing knowledge that simple rewards could improve learning motivation of the students and attain desirable outcomes (Rifai 2010; Garaus et al. 2016). For instance, a group of students related that their Western Head of Information Technology Department (HoIT) was encouraging them to contribute in their departmental magazine and consequently their names and pictures were presented in the magazine (See appendix 10). That, in turn, motivated many students to participate in their departmental magazine and improve their writing skills. Consequently, the students described their Western HoDs as effective leaders because of their leadership approach that always appreciated students' efforts and motivated them to be more creative. The findings reveal that the Western HoDs were utilising different means to inspire the students intrinsically. They were utilising honour boards at their departments, college websites, magazines and verbal praise. Accordingly, this findings supports existing literature that

showed how intrinsic motivation had a positive impact on students' learning because it was based on the need to be effectively self-determined. Hence, the intrinsic motivation of the HoDs inspired them and improved their academic skills (Benware and Deci 1984; Garaus et al. 2016).

In contrast, some Omani and Asian HoDs exerted a negative impact on students because they maintained a distance between themselves and their students. This was confirmed by an Omani HoD who said that she always kept a red line between herself and her students because they should know that they came to the college to learn not to reap gifts. Consequently, the findings indicate that some unrewarded students were de-motivated and decided not to participate in any event at their colleges. This was further evidenced by another students who asserted that their Omani HoD was very rigid with them, he never thanked them or even smiled at their faces. Therefore, this study reveals that the students avoided approaching HoDs who were perceived to be unhelpful in order to avoid any embarrassment. This supports existing literature that established that without sufficient encouragements, students with remarkable capabilities could not achieve long term goals (Guilloteaux and Dörnyei 2008). Indeed, these findings reveal that appreciating students could be employed as a leadership tool to inspire them to participate effectively in college activities as well as to encourage them to study harder. These findings support existing literature that all sorts of rewards improve students' learning performance and improve their loyalty to their colleges (Rifai 2010; Garaus et al. 2016).

Furthermore, the findings reveal that the communication methods of the HoDs and the Deans with students had a significant impact on students'

morale because the students preferred polite means and disliked harsh communication means. Hence, they contrasted between interaction approaches of their Western HoDs and the interaction of their local and Asian HoDs. The findings revealed that the Western HoDs were using a very friendly and respectful communication method with the students. Thus, they created a good relationship with the students that assisted them to improve their learning skills. Furthermore, the Western HoDs balanced between nurturing their relationships with their students and fulfilling students' needs (Hallinger and Heck 1998). Therefore, they motivated their students by respecting them, responding politely to their needs and assisting them to get their academic and personal needs (Hallinger and Heck 1998; Robinson 2007).

In contrast, the students criticised some Omani HoDs who were not respecting students' views and were not talking politely with them. The students criticised the Omani HoDs who did not speak respectfully with them. They utilised stiff communication means. The findings reveal that the Omani and Asian HoDs relied on the power distance (Hofstede 1993) between them and their students. Hence, they did not speak gently with the students, in order to exert their power over the students. Consequently, the findings reveal that the students' relationship with their Omani and Asian HoDs and the Deans was very weak, whilst their relationship with their Western HoDs was very good because the Western HoDs were perceived to be more supportive and friendly than the Omani and Asian HoDs.

Moreover, the study reveals that Western HoDs did not hesitate to fulfil the students' academic needs such as providing them with further practical

training that improving their practical skills. The data reveals a number of examples that the students' needs and suggestions were fulfilled by their HoDs smoothly. This resonates with existing literature that students at the level of HEIs were inspired when their views were valued by their leaders because they thought that they were able to make important suggestions that enhanced their study (MacBeath et al. 2004). Furthermore, this study supports other studies that show how fulfilling academic needs of students and providing them with training programmes improved their practical knowledge and concurrently improved their trust in their leaders (Lent et al. 1994) .

Furthermore, the findings reveal that the leadership decision of engaging students in local exhibitions and academic competitions outside the colleges improved their labour skills. This is because, meeting other students from different HEIs and business men improved their job aspiration that in turn motivated them to improve their learning skills and prepared them for the labour market. Furthermore, they would be encouraged to improve their knowledge in order to be able to respond to any question raised by audiences at exhibitions and examiners at competitions. This supports earlier studies involving undergraduate students in structured professional discourses and showed how this improved their knowledge and linked it to the needs of the labour market (Lubben et al. 2010; Roulin and Bangerter 2013).

The findings also support existing studies that the influencing role of their teachers was greater than the impact of the Deans and the HoDs because the teachers had a significant impact on students' learning through their

teaching methods and personality in classrooms (Hill et al. 2003; Brown* 2004; Voss and Gruber 2006; Gregory 2011; Ellis 2016; Lin and Huang 2016). The findings indicate that students were inspired by their Western teachers who could convey modules' contents via employing good teaching methodologies. The students at this level of education were keen to understand their modules perfectly. Therefore the findings reveal that the students were able to distinguish between the teachers according to their teaching methodologies. The students critiqued extensively some Asian teachers who merely read their slides presentations without students being active in their own learning through classroom activities and tasks. At the same time, they admired their Western teachers who provided them with a comprehensive explanation and stimulated them to search for in-depth details. Accordingly this study supports Hardman(2016) who reveals that teachers knowledge and teaching skills are significant influential factors on students' learning. Moreover, this study provides evidence that academic leaders had only small or indirect effects on students' outcomes that were mediated by module teachers (Hallinger and Heck 1998; Robinson et al. 2008).

Likewise, the study supports existing studies that teachers' personality was another factor that affected students' learning attitude at the colleges. The findings reveal that the students preferred their Western teachers because they were good listeners and provided the students with opportunities to voice their learning issues and assisted them to figure them out. In contrast, the findings indicate that the students struggled with some Omani teachers who were utilising a very top-down approach in communication with students

that in turn made it difficult to discuss any issue with them. The students criticised their Omani teachers who barely listened to them because they were always claiming that they were busy. Moreover, some of the teachers utilised disrespectful communication means with students that led the students to avoid speaking with them. Consequently, this study reveals that several students left the colleges because they had issues with the Omani teachers. This supports the earlier study of Styger et al, (2015) that students continued their study at colleges when their teachers were good listeners and their needs were met and their learning issues resolved (Styger et al. 2015). On the other hand, this study reveals that Western teachers at the CoTs were more approachable for their students than Omani and Asian teachers. Western teachers provided students with sufficient time for tutorials and for figuring out their learning issues when necessary (Lin and Huang 2016).

In general, the findings of this study suggest that the role of HoDs and the Deans should be crucial in creating a learning environment at the CoTs and in preparing their students for the labour market. However, the study supports existing literature that shows that the Deans had only a small or indirect influential role on students' outcome that were principally mediated by their teachers (Hallinger and Heck 1998; Robinson 2007; Robinson et al. 2008). Therefore, the Deans and the HoDs at the CoTs should be more effective leaders by making improvements in students' learning via improving teachers' effectiveness (Hallinger and Heck 1998), involving students in colleges' decisions (Strikwerda-Brown et al. 2008; Witte and Jansen 2016),

providing them with appropriate training (Roulin and Bangerter 2013) and rewarding effective students (Garaus et al. 2016).

Nevertheless, the findings reveal a significant difference between the impact of Omani and Asian HoDs and the Western HoDs. The findings reveal that the Omani and Asian HoDs implement their cultural power distance between themselves and their students (Hofstede 1993; Mujtaba et al. 2010; Common 2011). Therefore, the students were disappointed because they did not get sufficient assistance from their Omani HoDs as well as their communication method was rigid with students. Moreover, they employed the transactional leadership behaviour of passive management by exception with students hence, they rejected to assist students to sort out their academic issues. That, in turn, impacted negatively on students because their learning morale decreased and their troubles increased that were exacerbated by the passive situation of their Omani HoDs.

In contrast the findings reveal that the Western HoDs adopted transformational leadership behaviours that focused effectively on improving the intrinsic motivation of the students by nurturing their relationships with them (Hallinger and Heck 1998; Caillier and Sa 2017). Moreover, they offered each student individualised consideration by mentoring them and addressing their personal and academic needs. The Western HoDs were more able than other HoDs to display idealised influence by showing their students high standards of moral, ethical conduct and exchanging respectfulness with them (Bass 1985; Caillier and Sa 2017). Accordingly, the study adds to existing literature that the students of the CoTs were influenced

positively by the transformational Western HoDs that improved their learning attitude.

5.4 Leadership challenges

In relation to leadership challenges, the findings revealed that leading CoTs was not a linear task, rather it had a number of challenges that were encountered in the daily work of the Deans, the HoDs and the teachers. Almost most of challenges were common to the top two levels of leadership as they worked at the same field and their roles were intertwined (Adair and Thomas 2007).

The findings indicated that bureaucracy culture in the Omani work context was one of the key challenges that influenced the entire performance of the CoTs. The bureaucracy in the CoTs was laid down by the MoMP to follow a long administrative process to obtain their needs, which, in turn, had a negative influence on organisational performance (Gibbs 1995). The Omani public HEIs still suffering from long administrative processes in order to ensure that structures are aligned with governmental regulations and quality standards (Al Bandary 2005). Therefore, the findings reveal that the common challenge amongst all the Deans is the long process such as in recruitment of new teachers and obtaining college needs for physical resources (ibid). Therefore, it is obvious that the bureaucracy in the CoTs created by the integration of two elements which were the national context of power distance culture (Hofstede 1993; Common 2011) and institutional pressures (Meyer and Rowan 1977) of the MoMP to ensure that all the colleges followed the same rules and instructions. Consequently, the findings reveal that most of the colleges' needs could not be achieved unless they were

approved by the Minister of Manpower. Therefore, their applications should be submitted by the teachers to their HoS then to HoD and the Dean, then they had to follow further channels at the ministry until they got the final approval of the minister. This finding supports that view that the leadership in the Omani public and private sector was more traditional through the use of coercion or power by top leaders and managers (Neal et al. 2007; Common 2011). Moreover, this is supported by the classification of Hofstede(1993) that Arab context is a high power distance culture.

Likewise, the Deans are struggling to get their financial needs because they have to go through a similar long financial process of the MoMP that lasts a long time before it is fulfilled. This negative influence of financial challenge tended to impact negatively on students' learning because their learning relied on practical learning at labs and workshops that utilised many materials to do their projects such as metals, devices and stationery. The findings reveal that it was not only the Deans and the HoDs who suffered from the issue of bureaucracy but all members of the colleges. Accordingly, this study supports existing studies that the working system of the CoTs needed to be modified to achieve better outcomes (Mourssi and Al Kharosi 2014). Therefore, to reduce the bureaucracy issue, the colleges have to be detached from the control of the MoMP because that would provide the college leaders with a larger span of autonomy to improve the colleges (Al Bandary 2005; Albadwawi 2011).

The previous challenge was exacerbated by the decision of the MoMP to increase the number of student at the CoTs. This problem emerged at all the HEIs in Oman because there was a significant increase in the graduates of

the secondary school. This is in line with Al-Lamki(2002) that internationally, the HEIs have experienced pressures from increasing numbers of students. Nevertheless, before 2011, the MoHE accepted smaller numbers of students at the HEIs and the remaining students from secondary schools were going to the labour market. After the Arab Spring in 2011 (Kamrava 2012; Worrall 2012), the Omani government suddenly decided to increase the numbers of students in all public HEIs across Oman as a solution to accommodating the large number of secondary school graduates (Ismail and Al Shanfari 2014) and to reduce the job seekers (Worrall 2012). Therefore, the CoTs accepted the newly enrolled numbers that in turn coerced the Deans and the HoDs to modify their plans and to find solutions to accommodating the new students. Subsequently, the HoDs and the Deans resolved it by pressuring their existing resources via extending their working hours and working on three working shifts from morning to afternoon rather one working shift. Nevertheless, the sudden increase in students' numbers led the Deans and HoDs to further issues that related to scarcity of resources because their existing resources were established to cope with smaller numbers of students.

Additionally, the HoDs increased the teaching load of the teachers because it was the only solution that was suggested to accommodate the new students and to substitute for the scarcity of teachers. The teachers have to accept it as per the Bylaws article 47 (See appendix 7), the HoDs are authorised to increase the working load of teachers up to eighteen hours a week (Higher College of Technology 2017b: 40). This is supported by existing literature that the key task of the teachers at the Omani HEIs is

teaching and assessment (Mourssi and Al Kharosi 2014). Consequently, the growth in teachers' load caused another challenge for the CoTs as the staff turnover of teachers increased. Mostly the Western teachers did not hesitate to leave the CoTs because they struggled with the overload teaching task, the traditional working system and transactional leadership approach adopted by the Omani Deans and HoDs. Moreover, they struggled with their instructed duties of using course books in teaching and following the exerted instructions and procedures from their leadership (Mourssi and Al Kharosi 2014). Subsequently, losing English native teachers involved the CoTs in a serious issue because they substituted them with non-native English speakers that negatively impacted on the quality of teaching in the CoTs (Ingersoll 2001).

In the same vein of challenges that were associated with human resources, the findings indicate that cultural challenges emerged in the colleges from time to time. This supports existing study that showed that despite cultural diversity in organisations bringing knowledge and skills to improve organisational performance, cultural conflicts and challenges were likely to emerge at any time (Ely and Thomas 2001; Van Knippenberg and Schippers 2007). The study reveals that although the demographical diversity of employees was beneficial for the colleges, some cultural issues emerged on site that influenced their performance. One of these cultural issues was cliquing that emerged amongst Asian teachers. Although, the involved teachers were from the same Asian country, they were from different ethnic groups. The study reveals that this issue divided the teachers into opposite racial groups that hated each other and that, in turn, impacted on their

performance negatively because they were refusing to work together. Subsequently, this study supports the earlier findings of Watson et al. (1993) that heterogeneous groups of employees were less productive because their insights about important work elements could be different as well as some members could try to be more controlling to hinder other members' contributions (Watson et al. 1993). Furthermore, this study adds to existing knowledge that cultural issues could not be seen by the Deans and HoDs until some teachers raised it with them because it remained hidden within the groups.

Therefore, the leadership role in CoTs should be more proactive in order to transform heterogeneous groups to homogenous teams working together in a teamwork environment (Ely and Thomas 2001; Van Knippenberg and Schippers 2007). This study reveals that, unlike Omani leaders, the Western HoDs interacted effectively with employees' diversity by making positive use of different experiences, perceptions and skills. Thus, they integerated the diversity of their teachers and all were working together amicably by creating a teamwork spirit of coopertation within the work environment (DiTomaso and Hooijberg 1996). This supports the findings of existing studies that effective leaders in the context of diversity would do things differently by understanding how to intergrate diverse groups and create safe passages for impeded employees to be able to contribute effectively (DiTomaso and Hooijberg 1996; Lumby and Coleman 2007). The findings reveal that the Western HoDs faced less cultural challenges because they were open-minded and that they were aware of how to draw on the different cultures, values and perspectives of their diverse employees (Chen and Van Velsor

1996). Accordngly, this study supports existing studies which found that the role of effective diversity leaders should be greater than just that of traditional leaders who adhered to a transactional role based on supervising and monitoring the performance of employees (Chen and Van Velsor 1996; DiTomaso and Hooijberg 1996; Lumby and Coleman 2007). This study supports the discussion in the literature that effective diversity leaders are cultural integrators and harmony builders (Chen and Van Velsor 1996).

Furthermore, the findings reveal another cultural challenge that was faced by the colleges' HoDs. This was the interference of the local people in the colleges' work. This is because the Arab countries in the Arabian Peninsula are still very tribal particularly in the rural areas. The societies there relied on their tribal political strength to reap benefits (Carrillo et al. 2008). Likewise, the rural regions of Oman are tribal and kinship places where people rely heavily on their tribes' leaders or their relatives and networks to sort out their issues with public organisations (Mujtaba et al. 2010; Common 2011). Moreover, the Omani societies relied on nepotism and intermediary methods to accomplish some of their issues and applications at the academic organisations and other governmental organisations (Neal et al. 2007). Therefore, when a student failed in any subject, students' parents asked their tribe leaders and regional mayors to use their influence on the colleges' leadership to change the results that in turn disturbed the work of the colleges' leaders. It disturbs the HoDs and the Deans and it brings many problems to both of them because they are placed under severe pressure from their local societies to break their academic rules. However, despite the fact that the Deans are the top responsible leaders at the CoTs, the HoDs

faced more troubles than the Deans to change students' results. This is because the Deans transmitting those handicap applications to the HoDs to suggest solutions. In turn the HoDs become the accountable for any consequences that could be caused by their suggestions. Thus, the Deans could protect themselves from any investigation regarding the decision of changing students' results by presenting the suggestions of the HoDs to any investigation authority. Subsequently, this finding reveals that the HoDs should follow the instructions of their Deans in order to maintain their good relationships with them. This confirms the second dimension of Hofstede's (1993) classification that the tendency of the Arab working system was collectivist rather than individualist. Therefore, the Deans relied on the suggestions and solutions of the HoDs to protect themselves from the pressure of the local people and from the administrative consequences of MoMP.

This study supports existing studies that in some tribal regions the nepotism culture in Oman is a practice that does not employ objective methods to measure students' level. Rather it uses non-objective measures based on networks and kin-relations (Sidani and Thornberry 2013). As well as it brings a critical challenge to the HoDs and the Deans because they engaged in a dilemma between their society's culture and their organisational quality standards. This is because they cannot break their academic rules to flatter the societies; as well as they cannot break their relationships with their communities because they exchange benefits with them.

Accordingly, the above discussion adds to existing knowledge that different levels of academic leadership of the Deans and HoDs at the CoTs shared

similar challenges that had similar influential power on their performance. Nevertheless, the HoDs were confronted by greater pressures than the Deans because they were at the lower leadership level at the CoTs; hence, they were coerced by their Deans and the MoMP to find appropriate solutions for many academic issues.

5.5 Summary

In this chapter, the main findings of the research were discussed in the light of the research questions, research objective and the literature review. There is a clear difference between the leadership of the Omani and Asian leadership approach on one hand and the Western leadership approach on the other. The leadership approaches of Omani and Asian principals are highly influenced by external factors such as institutional pressures (Meyer and Rowan 1977; Dimaggio and Powell 1983) that is exerted by the MoMP and the Omani context of power distance culture and collectivism (Hofstede 1993; Minkov and Hofstede 2011). The power distance and collectivist culture are integrated within the top down instructions that come from the top leaders at the MoMP to the Deans and finally to lower levels of leadership to be implemented on site.

Subsequently, the findings reveal that the majority of the Omani and Asian principals at the CoTs adopted two types of behaviours of the transactional leadership approach that are the active and passive management by exception in order to run the CoTs as per the instructions of the MoMP. Consequently, their transactional leadership approach caused an increase in the turnover rate amongst Western teachers. The Western teachers criticised the rigid working system of the CoTs and the transactional leadership

approach of the local and Asian Deans and HoDs. This is because the Western teachers wanted more latitude of work freedom to innovate and to balance between the teaching duties and research. However, the Omani working context is highly based on an outmoded teaching system that relies on teaching and assessment based on knowledge transmission in which students are mainly not active in their own learning.

The Western HoDs were more able to balance between the requirements of the MoMP and the behavioural needs of the staff and the students. The Western teachers also adopted collaborative teaching methods which were more appropriate for adult learners and encouraged students to be more active and engaged in their own learning. Therefore, the findings reveal that they employ both behaviours of the transformational and transactional leadership approaches (Bass 1985), they utilised their charismatic leadership to achieve their academic goals and satisfy the personal needs of their followers. Thus, the study reveals that the teachers and students are more satisfied with the leadership of the Western leaders than the leadership methods of Omani and Asian leaders. The Western HoDs are able to retain their good teachers by engaging them in leading their departments and valuing their effort. Likewise, the students displayed their loyalty to their departments and they displayed their high attitude because their Western HoDs were very supportive, friendly and good listeners.

Reflecting on the findings that have been discussed throughout this chapter, a new conceptual model has been developed by the researcher as shown below in figure 5.1: P 115. The conceptual framework illustrates the leadership situation at the CoTs. Moreover, it illustrates the influence of other

circumstances, culture and challenges on the leadership of the Omani Deans and the HoDs.

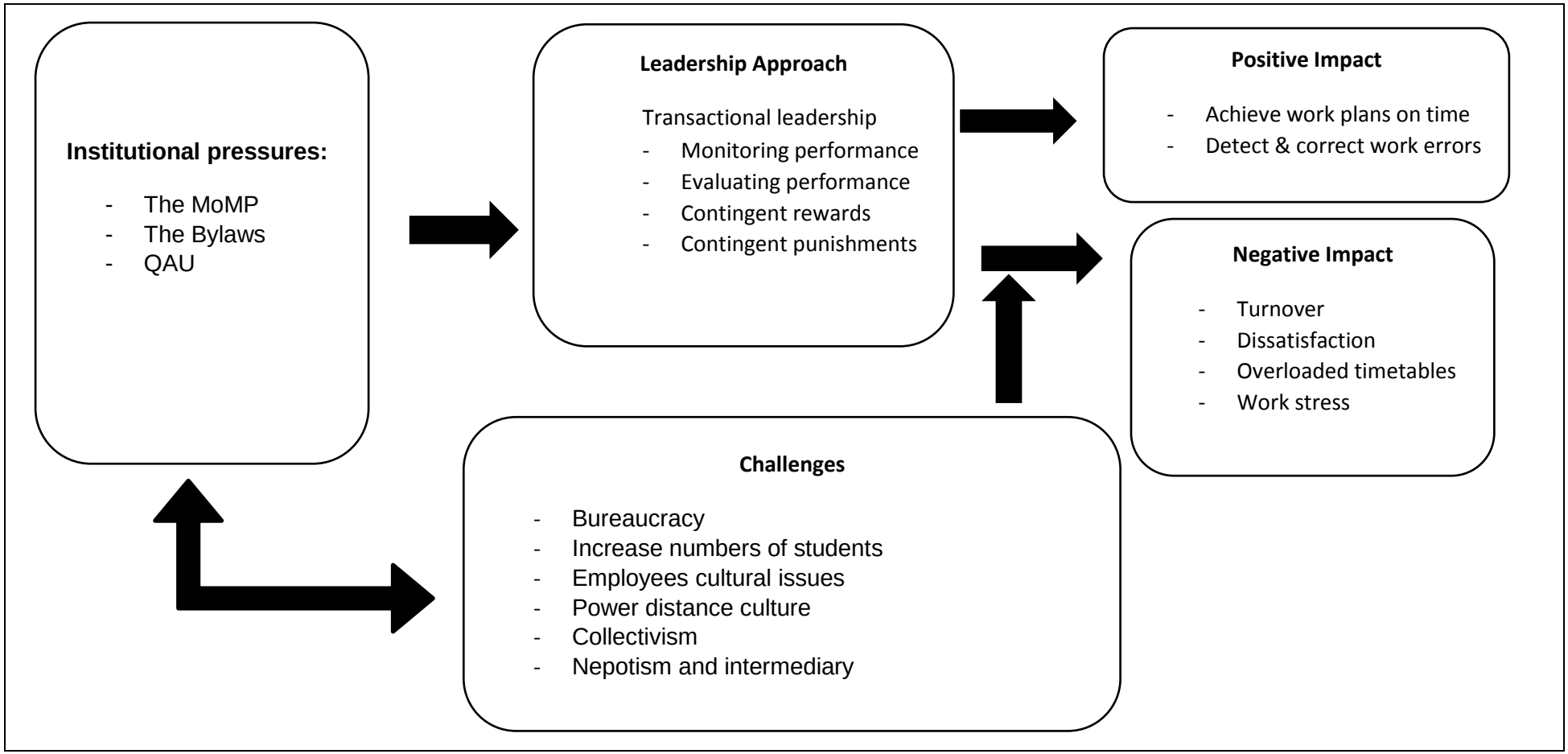


Figure 5-2 Conceptual framework for leadership approach at the CoTs in Oman

Chapter Six

Conclusion

6.1 Introduction

This chapter summarises the conclusions and implications of this research, reflecting on and answering the Research Questions (RQ). Each RQ is answered separately in a subsection. Then, the chapter presents the study contributions to the existing literature of academic leadership. The suggested contributions are presented in three categories that are theoretical contributions, empirical contributions and methodological contribution. Then, the chapter sets limitations of this study. Then the chapter suggests some directions for future research. The final section is a summary of this chapter.

6.2 Research Questions (RQ)

This study comprises five questions as key RQs that were stated in section (1.2). The answers for the RQs has been obtained via two methods: semi-structured interviews and focus groups. As discussed in section 3.7.3, the semi-structured interviews were carried out with the four Deans, eleven HoDs and sixteen teachers. The focus groups were employed to obtain data from seven groups of students from the four CoTs, each group of students comprised twelve to thirteen students.

6.2.1 Research Question One (RQ1)

> *"What are the characteristics of effective leadership within the academic context of the Colleges of Technology (CoT) in Oman?"*

This question investigated the perceptions of the Deans, HoDs, teachers and the students regarding the leadership effectiveness within the CoTs. The answer to this question is obtained from section 5.2 and section 5.3 because both sections discussed the views of all participants. The answer to this question is not simple because each group of respondents presented different views. Therefore, this study supports the existing literature that holds that defining leadership effectiveness is contested in literature (Ford 2005; James 2013; Lee et al. 2017). Accordingly, this study reveals that every group of respondents presented different answers that were in line with their principles and needs. The significant findings of this study are implied within the variations and differences between the responses of the Western respondents and the responses of other cultural groups. From the discussion chapter it is obvious that cultural factor had a strong influence on participants' perceptions of leadership effectiveness.

The first group of respondents consisted of the Omani Deans, Omani HoDs, Western HoDs and Asian HoDs (See section 5.2). The Omani Deans and HoDs were highly influenced by the institutional pressures from the MoMP via the Bylaws and the instructions of the Quality Assurance Unit (QAU). Therefore, they adopted a transactional leadership approach because they believed that leadership effectiveness lay in complying with the Ministerial instructions and rules. Moreover, they believed that their effectiveness was dependent on their ability to instruct their teachers to do their allocated work exactly. Therefore, they considered the induction programme as a tool to fully explain to the new staff the working system at the CoTs and to inform them of what was expected in order for them to comply with it. They suggested that

effective leaders could present their vision, mission, goals and Bylaws at the induction programme to their new employees to be aware of and to follow them entirely.

Also, the Omani Deans and HoDs perceived that the Bylaws and assigned duties were the milestones that should be followed by all members at the colleges to achieve their working goals effectively. Consequently, they suggested that leadership effectiveness was the ability to lead all members toward achieving college goals as per the instructions of the Bylaws and the QAU. Likewise, the Asian HoDs who came from contexts of power distance cultures, supported the insights of the Omani HoDs and the Deans. They suggested that leadership effectiveness was to make sure that all teachers did their work as per the rules and as per their working contract.

Moreover, the Omani and Asian leaders suggested that effective leaders were able to implement the monitoring tools to supervise the performance of the employees. They agreed that monitoring employees' performance could help the leaders to detect working mistakes and correct them instantly before they developed further. Nevertheless, some Asian HoDs suggested that transactional behaviour of passive management by exception (Bass 1985) was an effective leadership behaviour because the HoDs should not intervene in employees' task until an error occurred. The Asian HoDs justified that, it was because job contracts of the teachers were comprehensive and comprised all essential work expectations and that the intervention of HoDs should only take place after a mistake has been made. Therefore, they suggested that leadership effectiveness was to suggest a suitable correction method after the errors occurred.

In contrast, the Western tradition HoDs presented a different view regarding leadership effectiveness. They supported the findings of Bass (1985) and his colleagues that effective leaders possessed transformational and transactional behaviours. The Western HoDs displayed their ability to cope with the instructions of the Deans and the MoMP by implementing the Bylaws but by different behavioural means. Moreover, they agreed with Yukl (2010) that leadership was a shared process between them as leaders and their employees could achieve their departmental goals by agreeing on what to be done and how. Therefore, the Western HoDs agreed that effective leaders achieved their goals by building good relations with their followers by showing them high ethical standards and morals and engaging them in making decisions.

Moreover, they suggested that effective leaders created a teamwork spirit amongst their employees in order to effectively complete their daily work tasks and support each other so as to benefit from each other. Accordingly, they suggested that effective academic leaders motivated their employees to innovate in their work and not just adhere to their assigned job descriptions. Furthermore, they believed that effective leaders assisted the teachers and students to acquire their personal and academic needs easily. This was because satisfying the needs of employees inspired them to achieve better performance.

Moreover, the Western HoDs suggested that effective leaders monitored employees' work to show them the correct practices but not to detect their errors and punish them. Therefore, they displayed their willingness to assist their teachers and students at any time. Besides, they suggested that

effective leaders emotionally praised their follower for their good work. Therefore, they suggested that effective leaders employed verbal praise, websites and magazines to announce the names of effective teachers and students. Moreover, they employed their intranet and meetings to thank their effective followers in front of all.

Similarly, the interviewed teachers presented opposing answers regarding leadership effectiveness. The perceptions of the Western teachers were different from the views of the Asian teachers. The Asian teachers suggested that effective leaders employed incentive rewards to reward their followers even with small amount of money. In contrast, the Western teachers believed that effective leaders employed emotional and verbal praise to value teachers' efforts. Moreover, the Western teachers added that effective academic leaders encouraged them to be innovative in their work and not merely following the rules and job descriptions. However, the Asian and local teachers preferred to adhere to their tasks to achieve them perfectly as their leaders scheduled. Interestingly, most of the Western and Asian teachers agreed that effective leaders looked after the needs of their followers and achieved them when possible.

Moreover, the findings indicate that the students suggested that effective leaders interacted in a friendly manner with them. Therefore, some groups revealed that their Western HoDs were very friendly with them and they interacted politely with them. They suggested that effective leaders who interacted in a pleasant manner and smiley face with them as students. The students believe that friendly interaction and kind communication was more important than achieving their needs because they perceived that kindness

reflected respect whilst fulfilling needs relied on college regulations. This is supported by multinational teachers who are inspired with friendly leaders who respect them and value their personalities.

Moreover, the study reveals that the teachers and students admired their Western HoDs more than other HoDs and Deans because they were good listeners. They suggested that their Western HoDs can listen to them and help them to work through their issues. Conversely, it is thought that their Omani HoDs did not to listen to their issues and they were asking them to fully follow the rules of the colleges. The teachers and the students agreed that effective leaders devoted more time to their followers to listen to their demands, proposals and issues and reacted to them successfully. Besides, good listeners of leaders could understand the daily issues of their teachers and students before they improved.

Generally, this findings of this study support the position of Bass (1985) and Bass and Avolio (1997) that effective leaders were able to employ the behaviours of both the transformational and transactional leadership approaches. This is because the CoTs comprised teachers from various parts of the world with different cultural backgrounds. Hence, their interests and needs were different. Employing the behaviours of both the transformational and transactional approaches could provide more options for the Deans and the HoDs to motivate their employees and students and to achieve their goals smoothly. The transformational leadership approach helped the leaders to moderate the negative impact of employees' diversity on the performance of organisation by motivating teamwork spirit amongst them (Moon 2017). In contrast, the transactional leadership which was mostly

used in the CoTs focused on achieving organisational goals and rewarding good work. Moreover, transactional approach implements monitoring practices to correct employees' work errors (Bass and Avolio 1997; Spinelli 2006; Bodla and Nawaz 2010; Konorti 2012). Thus, in the CoTs, effective leadership was found where HoDs employed transformational as well as transactional leadership. Unfortunately, this was principally found among Western leaders. Where HoDs were Asian or Omani, they tended to rely only on transactional leadership and were consequently less effective as leaders.

6.2.2 Research Question two (RQ2)

> *"What is the relationship between transformational and transactional leadership approaches at different hierarchical levels of leadership of Deans and Heads of Departments at the CoTs?"*

The significance of this question is to investigate the theoretical interaction between the transformational leadership approach and transactional leadership approach as two components of the FRLM within hierarchical levels of leadership of HoDs and the Deans. The answer to this question is a theoretical contribution that extends our understanding about the interaction between the transformational and transactional leadership approach within hierarchical levels of leaders at the CoTs in Oman. The answer to this question is obtained from section 5.2 that discussed the leadership approaches of the Deans and the HoDs.

As discussed in section (5.2), the findings evidenced that there was no relationship between the transformational and transactional leadership

approaches in the hierarchical levels of the Deans and the HoDs at the CoTs. The findings reveal that the Omani Deans were constrained by the Bylaws and the instructions from the MoMP that represented the institutional pressures and therefore, the Deans operated by a transactional leadership approach. They adopted a transactional leadership approach to satisfy the directions exerted by the MoMP and to achieve the colleges' work as per the Bylaws.

In contrast, the HoDs displayed different leadership approaches. The findings reveal that the Omani and Asian HoDs operated by a transactional style because they were influenced by the same institutional pressures as the Deans. In contrast, the Western HoDs used a different leadership approach; they operated by a more transformational style than transactional. They were still able to cope with the institutional pressures by implementing the Bylaws but in a team work environment. Moreover, they removed their cultural barriers between themselves and their followers; hence, they worked with their followers to achieve their plans and goals.

It is evident from the discussion chapter section 5.2, that there is no relationship between the transformational and the transactional approaches within the hierarchical levels of leadership; rather they are contextual leadership approaches. Thus, this study supports existing literature that the Asians and local Deans and HoDs operated by a transactional approach whilst, the Western HoDs preferred the transformational approach over the transactional leadership approach (Fukushige and Spicer 2011; Pauliene 2012; Hagiwara and Wolfson 2013).

Accordingly, the transformational and the transactional leadership approaches are contextual leadership approaches and hence, there is no relation between both of them in hierarchical levels of the Deans and the HoDs. It is worth mentioning that the emerged relationship between the transactional approach amongst the Asian and Omani Deans and HoDs is related to the intertwined work contexts in Oman and many Asian countries. Therefore, they adopt the transactional leadership approach. Nevertheless, the Western HoDs have not been influenced by their Deans' leadership approaches; therefore, they practiced the behaviours of both the transformational and the transactional approaches.

6.2.3 Research Question three (RQ3)

"How can transformational and transactional leadership approaches interact effectively within a multicultural faculty in HE Institutions of CoTs?"

As discussed in section 5.4.1, the findings reveal that leadership approaches of the Deans and the HoDs have a considerable influence on employees' performance and job satisfaction. The multinational employees reacted differently to the leadership approaches of their leaders. The findings reveal that the teachers who worked with the Western HoDs were inspired because they were working in teamwork with their colleagues and HoDs. The teachers shared their ideas and experiences with their colleagues that improved their performance. Furthermore, the findings reveal that they got sufficient support from their HoDs that assisted them to understand their work and illuminated some work ambiguities. Additionally, the Western HoDs looked after the personal needs of their personnel and fulfilled them in a friendly manner.

Moreover, teachers' work was valued by their Western HoDs more than Omani HoDs that in turn motivated them to improve their work and come up with new and creative work ideas.

In contrast, the teachers who worked with their Omani and Asian HoDs displayed their dissatisfaction with the transactional leadership approach of their HoDs. The Omani and Asian HoDs emphasised on detecting work mistakes than mentoring their teachers to the correct practices. Moreover, the teachers criticised their HoDs for their refusal to support them to get their personal needs satisfied. This is because the HoDs were instructing their teachers to follow the formal channels to get their needs through the HR department. Therefore, the transactional HoDs had a negative impact on the teachers because they followed the Bylaws and the instructions of the MoMP at all work domains. The findings reveal that the transactional HoDs did not consider the personal needs of the expat teachers.

Consequently, the transactional approach of the Deans and the HoDs led some Western teachers to resign and consequently, the CoTs lost a substantial number of effective Western teachers. This is supported by the discussed findings in section 5.2, that the Deans asserted that they suffered from high teacher turnover which in turn caused a scarcity in native English teachers. The findings revealed that some of the Western teachers suggested improvements to the work system at the CoTs but their suggestions were rejected by the Deans.

Furthermore, the findings reveal that the Deans detached themselves from interacting with the teachers because they were influenced by the institutional

pressure from the MoMP and they were influenced by the working context of power distance culture. Therefore, the teachers' interaction was merely with their HoDs to pass their needs and applications to the Deans which had a negative impact on the teachers' relationship with their Deans. Moreover, the leadership instructions come from the top downwards where the decisions come from the top leaders to lower level of employees to be implemented. Consequently, the leadership approach of the Deans received strong criticism from the Western teachers because the teachers were forced to implement all instructions that were suggested by the top leaders. Moreover, they were not allowed to discuss the decisions but can only discuss the mechanisms of implementations. Therefore, the turnover amongst the Western teachers increased because they struggled with the leadership approach of the Omani and the Asian principals in the CoTs.

6.2.4 Research Question four (RQ4)

"What is the impact of leadership approaches on students' attitudes in the CoT?"

The answer of this question is obtained from the discussed findings in section 5.3.2. The results support existing studies that the impact of the Omani Deans is small or indirect compared with that of the teachers. The students have very few opportunities to speak immediately face to face with their Deans. This is because the Deans detached themselves from the students and are more involved in their administrative duties. Therefore, they indirectly affect students' learning by their administrative decisions that influenced teachers' performance.

Moreover, the findings reveal two distinct influential roles of the HoDs on students' learning. The findings reveal that some Omani and Asian HoDs have a negative impact on students because they operate with them in a very formal and transactional manner. They interact with the students as per the rules and the Bylaws in most of their needs. As discussed in 5.3.2, some HoDs said that they created a red line between them and the students; therefore, the students have to follow the formal rules to get their needs addressed. This is evidence that the relationship between the students and the Omani and Asian HoDs is very formal and within the framework of the Bylaws. Consequently, the findings reveal that the students are de-motivated and their learning attitude is low because they were challenged with a number of learning issues that led them to leave the CoTs.

In contrast, the findings reveal that the transformational leadership approach that is adopted by the Western HoDs has a positive impact on the students. The students reveal that they were valued by their Western HoDs more than other HoDs because the Western HoDs were employing a respectful manner to interact with the students. They created good relations with all students and interacted with them equally unlike other HoDs who were discriminating between the students. Moreover, unlike local and Asian HoDs, the Western HoDs were appreciating the students for their hard effort that in turn inspired the students to work hard. For instance, a group of students presented a good example that their Western HoIT motivated them to participate in their departmental magazine by publishing a piece of writing. Consequently, the students were pleased because this improved their self-confidence in their academic abilities of writing and publishing. Moreover, the findings reveal

that the Western HoDs were employing emotional motivation and employing their existing resources to recognise the achievements of students such as the college website, departmental magazine and verbal praise.

In general, the study reveals that the HoDs have a larger and direct impact on students' learning than the Deans because the HoDs are closer to the students than the Deans. The students also, prefer the transformational leadership approach that were employed by their Western HoDs and they criticised the transactional leadership approach that is adopted by the Omani and Asian HoDs. This is because the Western HoDs created good friendly relations with them unlike the Omani and the Asian HoDs who created administrative barriers between them and their students. Moreover, the findings reveal that the students were inspired by the Western HoDs because their insights were valued and their work was appreciated. Therefore, the Western HoDs were able to fulfil the needs of their students whilst the Omani and the Asian HoDs were restricted and transactional with their students. Accordingly, the leadership approaches of the Western HoDs had a positive impact on students' learning whilst, the transactional leadership approach of the Omani and Asian leaders had a negative impact on the students' learning.

6.2.5 Research Question five (RQ5)

"What are the challenges facing academic leadership at the levels of Dean and Head of Department at CoT?"

The findings indicate that a number of challenges were encountered during the daily duties of the Deans and the HoDs. Most of challenges were shared between the two levels of leadership. The negative impact of some

challenges influence the entire organisational performance. Therefore, the Deans overcome their challenges by discussing them with the HoDs and their colleges' boards.

The findings reveal that the bureaucratic approach of the MoMP is one of the key challenges that constrain the performance of the CoTs. The long process consumes college effort and time; they spend their efforts to follow their needs at the MoMP that force the colleges to delay some of their activities and work until their needs are fulfilled. The findings reveal that the bureaucracy influences the entire performance of the colleges because the colleges rely heavily on the MoMP to fulfil their needs. Thus, they must go through a long process and procedures to achieve the desired outcome. Nevertheless, the Deans and the HoDs cannot change this culture because it is part of Omani working culture in all organisations. Therefore, they must follow the bureaucratic process to get approval from the MoMP and, at the same time, the Deans and the HoDs follow the same process to achieve their employees' needs.

Moreover, the findings reveal that increased number of students each year created a number of further issues to the CoTs. The number of enrolled students is decided by the MoMP; therefore, the colleges must accept the suggested numbers of students and accommodate them. Consequently, the increased number of students impose additional pressure on existing resources of the colleges; hence, they require more teachers, larger premises and services to occupy them. This is because the services and premises were built to receive a smaller number of students every year. Nevertheless, this issue was resolved by extending working time to be three

working shifts from morning until evening. As well as this, the colleges increased the teachers' loads to over eighteen teaching hours a week. Consequently, many teachers complained that their high load of teaching had put them under work stress.

In the vein of cultural challenges, the colleges face some challenges that emerged from inside the academic departments that were created by some Asian teachers who formed divisive cliques. The finding reveals that this is one of the most divisive challenges because the teachers create groups that are based on their religions or faiths. Consequently, many teachers quit the colleges to avoid this cultural clash and to work in a safer environment. The findings reveal that such challenges were difficult to detect because it was happening between the teachers who came from same Asian country but from different ethnic groups. This challenge was mainly faced by the HoDs because it emerged at their departments and influenced their entire departmental performance. The Deans are not engaged immediately in this trouble but they have the responsibility to resolve the situation and report it to the Ministry of Manpower.

Furthermore, the findings reveal another cultural challenge that is faced by the college leaders. This was the interference of the local people in the colleges' work. This is because some Omani regions are still utilising their tribal system; thus, the students rely on their parents, tribal leaders (Shiekhs) or their relatives and networks to sort out their issues at the colleges. Some Omani students rely on nepotism and intermediary methods to resolve their issues and applications at the academic organisations. Therefore, when the students fail on any module, they ask their parents, tribal leaders and

regional mayors to interfere in order to change their results at the colleges that in turn disturbs the work of the colleges' leaders. It disturbs the HoDs and the Deans and it brings many problems to both of them because neither the Deans nor the HoDs are able to alter students' results.

Furthermore, the findings reveal that the HoDs at the CoTs had limited authority over their departments because they had to get back to their Deans and the MoMP for every decision. They had to get back to their Deans for many matters and they were not allowed to make departmental decisions unless they received the approval of the MoMP. They were not even allowed to approve their employees' vacations because they should be approved by the Deans and HR department. The main role of the HoDs was merely to submit their suggestions and applications to the Deans to be endorsed. Besides, it was noted that the HoDs were not allowed to get incentive supports or rewards for their employees from external private firms unless it went through a lengthy process of the MoMP that in turn could take a long time for a decision to be reached. Accordingly, the Western HoDs were not pleased with the limitation of their authority; hence, they requested their Deans to extend their authority to enable them to play a stronger role at their departments. However, their suggestions were rejected by the Deans because their tasks were specified in the Bylaws and they were obliged to follow them.

It can be concluded that academic challenges impacted on the performance of all levels of leadership of the Deans and the HoDs that consequently, influence the entire performance of the colleges. It is worth noting that the middle level of leadership of HoDs are facing more challenges than the

Deans because the HoDs have daily interaction with challenges that emerged from teachers and students inside the academic departments. Moreover, usually the HoDs have to suggest solutions to many of their issues and then they must submit the suggested solutions to their Deans in order to be approved and implemented.

6.3 Contribution of the study

This study is amongst the first to be conducted in the CoTs in Oman, which investigates the interaction between the hierarchical leadership approaches of the Deans and the HoDs and their impact on their followers and students. Moreover, this study investigates the effectiveness of Full Range Leadership Model (FRLM) (Bass and Avolio 1997), in leading colleges that comprise international employees who come from different parts of the world. Hence, this study provides a number of contributions to the existing literature of academic leadership that are theoretical contribution, methodological contribution and practical contribution.

Theoretically, this study investigates the interaction between the transformational and the transactional leadership approaches amongst leadership levels of the College Deans and the Heads of Departments (HoDs). Accordingly, this study contributes to existing literature that there is little evidence to prove a relationship between the transformational and the transactional leadership approach between the top leaders and middle leaders. This was obvious from the distinct findings that obtained from the Western HoDs (Section 5.2) and their Omani Deans. The Western HoDs were able to run their departments smoothly by employing behaviours from both the transformational and the transactional behaviours to motivate their

multinational employees and Omani students. In contrast, the Omani Deans and the HoDs adopted transactional leadership behaviours because they were influenced highly by the Bylaws and the instructions from the MoMP.

Moreover, this study adds value and contributes theoretically to existing literature on leadership by exploring a significant relationship between the institutional pressures from the MoMP and the Bylaws that constitute the institutional theory (Meyer and Rowan 1977) and the transactional leadership approach (Bass 1985) of Omani and Asian Deans and HoDs. The pressures from top leaders at the MoMP and the Bylaws coerce the Omani and the Asian leaders to operate their departments by transactional behaviours to accomplish their plans and goals as scheduled by the MoMP. This is exacerbated by the power distance working context (Minkov and Hofstede 2011) at the CoTs that led the Deans to disconnect themselves from interacting with their followers and students.

In addition to the theoretical contribution suggested by this study, a number of empirical contributions are made that may be of interest to practitioners. This study provides empirical evidence to college leaders who are leading multinational employees. Leading multi-national employees is not a linear task because the multi-national teachers have differing needs and interests. Besides, sometimes their interests and needs are contested; thus, employing a certain leadership style would not satisfy all of them. Consequently, adopting a transactional leadership approach probably would not satisfy the needs and interests of all multinational employees. This is because the Western teachers prefer to work in a more open system that provides them with opportunities to innovate whilst, Omani and Asian prefer to do their

specified work and they have less interest in research. Accordingly, employing transformational and transactional approaches is more effective to motivate and satisfy various needs and interests. This is evident by the findings obtained from the Western HoDs and teachers who presented different perceptions and approaches than their Omani colleagues. The Western HoDs were able to employ both the transformational and the transactional leadership approaches. This goes in line with Bass (1985) that effective leaders are able to motivate their followers because they possess behaviours from both the transformational and the transactional leadership aproaches.

Moreover, this study provides empirical evidence that the external role of leaders is crucial to create relationships with local private and public organisations. The role of academic leaders is not confined to internal matters. Their role extends to outside duties of collaborating with local public and private organisations. Effective leaders are able to attract other academic and non-academic institutions to collaborate with their colleges to exchange benefits. This study extends the scope of the FRLM to comprise the role of leaders on attracting external stakeholders to collaborate effectively with their organisations.

Additionally, this study adds to existing studies on leadership that induction programme and evaluation system are employed as leadership tools at the CoTs. The Deans and the HoDs pay significant attention to the induction programme to illuminate the vision, mission, goals and job description to their new employees. Then they implement a number of evaluation tools to follow

the performance of their employees in order to reward effective teachers and correct work mistakes.

Furthermore, this study has made a methodological contribution in investigating the FRLM qualitatively at academic institutions. This study is amongst few studies that investigated the leadership qualitatively in order to understand the interaction between leadership and followers. Moreover, this study answers the call of the literature to utilise qualitative methodologies (Ford and Lawler, 2007; Harding et al, 2011). This is because the vast majority of similar studies employed the Multifactor Leadership Questionnaire (MLQ) that was developed by Bass and Avolio (1997). Therefore, this study is one of few studies which employed a qualitative method to investigate the effectiveness of leadership in an academic context. Employing semi-structure interviews and focus groups aimed at obtaining in-depth and more nuanced understandings of respondents' views perceptions of leadership effectiveness at academic colleges. In addition, this study contributes methodologically by obtaining data from different levels of respondents. This study engages the Deans, HoDs, teachers and students in understanding leadership effectiveness. Accordingly, this study is one of very few studies that investigated leadership effectiveness from the insights of leaders, followers and students and that answer a literature call to involve leaders and followers in investigating the effectiveness of academic leadership (e.g, Bogler et al. 2013).

6.4 Recommendations

The findings of this study suggest a number of recommendations that are likely to improve the performance of academic institutions in Oman. This

research revealed that the multinational employees were not employed to be involved in the strategic plans of the CoTs. To some extent the views of teachers are not listened to in Omani academic institutions because the key task of the colleges is teaching and advising the students. This study reveals that most of the Western tradition and some of Asian teachers over the four CoTs are willing to share their experiences to improve the colleges' plans and policies. Accordingly, this study recommends that, in order to integrate diverse employees, they should be given a voice in committess to improve the current strategic plans of the CoTs and to enrich them with the diverse experiences of international teachers. The differences between people can be celebrated at specially designed events which can help to integrate them by valuing and making positive use of their different experiences, perceptions and skills (Lumby and Coleman 2007). Similarly, the MoMP can use the different experiences of the Western leaders in the CoTs to conduct leadership courses to improve and exchange experiences with the Omani leaders. The Western HoDs who participated in this study were willing to share their experiences; hence, they suggested sharing experiences with their colleagues who were Omani Deans and HoDs, regarding leading diversity in the academic context. The Western teachers and HoDs came from developed countries and possessed rich knowledge and experiences that could make a considerable contribution to the working system of leadership of the CoTs. Therefore, exploiting the experiences of the Western HoDs and teachers could improve the organisational and individual performance of the MoMP and the CoTs. It is recommended that a mechanism is devised to draw on the richness of expertise of staff members

from many developed countries, particularly in innovative teaching approaches appropriate for young adults. This is supportive of the existing literature that argues that diversity leaders have an important role to play in building up a teamwork spirit and integrating all diverse experiences to come up with genuine and innovative ideas (Chen and Van Velsor 1996; DiTomaso and Hooijberg 1996). This is a real opportunity for diversity leaders in the CoTs in Oman.

Similarly, the study recommends drawing on the diversity of employees in the CoTs in improving the content of the Bylaws which would improve the working system of the CoTs. The Western teachers and HoDs are able to modify the articles of the Bylaws to benefit Omani culture and the needs of global academia. This is because they came from various countries that were utilising developed and various working systems. Moreover, the Bylaws were formulated in 2004; hence, they need to be updated to bring them in line with the current situation of the global academia by embracing current best practice in adult pedagogy.

Furthermore, The Omani Deans and HoDs are advised to employ the behaviours of transformational and transactional approaches in order to fulfil the various needs of multinational employees. This is confirmed by the results of this study and supported by the literature (Bass 1985; Bass and Avolio 1997; Khasawneh et al. 2012). Moreover, listening to the teachers and achieving their needs could reduce the percentage of turnover. This is because the results indicated that the Omani Deans and HoDs emphasised accomplishing their work and marginalised employees' personal needs. Moreover, this is evidenced by the findings from the interviews with the

Western HoDs who were more able than the Omani and Asian principals to motivate their teachers and students. This is because they employed the transformational behaviours in leading their departments.

In relation to leading students, this study advises college leaders to provide more services for the students that would improve their learning morale. The results revealed that the CoTs are lacking in many necessary premises and services such as rest rooms and in-door sports centres that enable female students to practice extracurricular activities. Furthermore, the study revealed that providing the students with suggestion boxes could assist many students to pass their views to the college leaders.

6.5 Limitations of the study

Despite the strengths and contributions that are provided by this study to the knowledge of academic leadership, it does have some limitations. First of all, the sample of this study comes from four Colleges of Technology (CoTs) that are public colleges under the umbrella of the Ministry of Manpower (MoMP). Despite the fact that all colleges and universities in Oman share some similarities, they still have some differences in their systems. For instance, the Sultan Qaboos University (SQU) is the largest public university in Oman; it has an independent system that is entirely different than other institutions in Oman. Likewise, private colleges and universities have their own working systems that may be distinct from the working systems of CoTs. Subsequently, the findings of this research may not be accurate representation of academic leadership in Omani Higher Educational Institutions (HEIs). This is because the context and affiliation of the CoTs is different than the contexts and affiliations of other HEIs in Oman.

Accordingly, the main limitation is related to generalisability of the findings of this study. As discussed in methodology chapter, qualitative research produces rich data about the case under examination only, however, the findings cannot be representative to other cases of HEIs in Oman due to its contextual specificity (Bryman 2008). Therefore, the obtained data are applicable for investigated case study uniquely, they are not generalised to other case studies because the context of CoTs is different from other institutions in Oman and outside Oman.

A further limitation of the research relates to the research sample, the research does not cover the administrative employees. As discussed in section 3.7.1, the results obtained were solely from the perspective of academic teachers and students because the study focus is on the academic leaders and academic employees. Thus, the impact of leadership on administrative employees is still unclear and needs to be addressed by further studies.

Moreover, the study relied on two qualitative methods to generate data namely semi-structured interviews and focus groups. Therefore, the lack of quantitative data and documents analysis is one of the main limitations of this study. This is because using more than one method would provide additional data and involve a larger sample that would cover a more international sample.

6.6 Suggestions for future research

From the discussions of earlier sections in this research of findings and limitations, this study suggests a number of directions for further future

studies. The first suggestion would be engaging larger size of samples from public colleges and universities in Oman to provide a broader understanding of academic leadership in Oman. Therefore, engaging the Sultan Qaboos University (SQU) in a future study is crucial because the SQU is the only independent public university that comprises the largest number of international teachers and leaders in Oman.

The second direction for future research should be to obtain data from private and public colleges that would provide literature with comparative findings about leading independent private colleges and leading dependent public colleges. Conducting a comparative study between private and public colleges would provide literature with a comprehensive focus on the distinctions in leading independent and dependent colleges in the Omani context.

The final suggestion is to carry out an international comparative study that comprises academic institutions from developed countries and Oman. For instance from the United Kingdom (UK) and from Oman in order to obtain data from two different contexts of HEIs. Obtaining data from Western HEIs and Eastern HEIs would provide literature with rich data that contrasts leadership effectiveness in a developed country and leadership effectiveness in a developing country. Moreover, obtaining data from the UK universities would provide Omani researchers with richer data about how to improve academic leadership in Oman. Furthermore, comparative research between the Omani HEIs and the HEIs in UK could assist Omani leaders to establish a benchmarking with a developed academic system based on the UK HEIs. This is because the Omani CoTs would be able to improve their working

system and the Bylaws by learning from the UK's tried and tested academic systems and rules. Over last few decades the UK has been the second top exporter of international higher education in the world behind the USA (Binsardi and Ekwulugo 2003; Hubble and Bolton 2017). The UK has been the second most popular international destination for overseas students because of its higher quality of educational standards and its recognised qualifications worldwide (first rank) (Binsardi and Ekwulugo 2003). For instance, in the academic year 2015/16, there were almost 438.000 international students admitted at UK universities (Hubble and Bolton 2017). The international students contributed approximately £25.8 billion to the UK economy in the 2014/15 academic year (Hubble and Bolton 2017).Therefore, the UK government pays more attention to improving their higher education provision and to competing with USA and Australia to attract more overseas students (Binsardi and Ekwulugo 2003). Accordingly, carrying out more comparative studies between the HE system in the UK and Oman will contribute to improving the HE system and policies in Oman to reach the same international standards as those of the UK and of other developed countries.

6.7 Summary

In summary, this chapter summarised the main findings and conclusions of this study. This chapter presented answers for the research questions. Moreover, it underlined the significance of this study in leadership literature by presenting the contributions to knowledge. The contributions of the study have been presented in a threefold scheme. The first is a theoretical contribution which in turn advances current understanding of the

transformational and transactional leadership approaches in an Omani academic context. Besides the theoretical contribution, this chapter presented practical and methodological contributions. Moreover, it provided a number of recommendations for Omani leaders on how to lead their multi-national HEIs effectively.

In general, this study is one of the few studies that attempted to investigate the leadership effectiveness in an academic context that comprises people from many different countries and backgrounds all working under one roof. Moreover, this study answered the calls of literature to investigate the interaction between transformational and transactional leadership approaches amongst hierarchical levels of academic leadership. Accordingly, the results of this study bridge a gap in academic leadership knowledge and advance the literature about the effectiveness of FRLM in an academic context.

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Appendices

Appendix 1 : Information letter

Information letter

Dear Sir /Madam

I am a PhD student in Bradford University, School of Management, in the United Kingdom. I am presently researching for a Doctor of Philosophy Degree and as an essential part of my research I am presently collecting data about the characteristics of effective leadership in an academic context of Colleges of Technology in Oman.

This research is to advance our understanding about the effectiveness of academic leadership in a multicultural Higher Education Institutions in Oman. The objective of this research is to explore the characteristics of effective leadership in an academic context of colleges of technology. The result of the research will help to increase our understanding on the effectiveness of academic leadership in the context of Omani colleges of technology. This is because the context of these colleges in Oman is unique as a multicultural context that comprises employees from different backgrounds. Moreover, the research will help to advance our understanding about the relationship between the leaders, teaching staff and the students in the colleges.

The research is governed by the ethical policies of the University of Bradford which guarantees the confidentiality and anonymity of all participants. These policies require that the names of colleges and people that participated in this research should not be revealed to any third party. The names of participants and organisations will be anonymised and will be replaced with codes in order to secure the personal details of organisations and people. Furthermore, the obtained information from interviews and focus groups will only be accessible to the researcher and supervisors. All obtained data will be used merely for the purposes of this research.

If you have any queries about this research, interviews or focus groups please contact me at any day time or contact my supervisor Dr David Spicer, Senior Lecturer in Organisational Change and Head of the Human Resource Management and Organizational Behaviour Group at Bradford University School of Management. Telephone on +44(0)1274 234373 or e-mail D.P.Spicer@bradford.ac.uk.

I would like to thank you for contributing your time and effort to participate in my research.

Yours faithfully,

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Appendix 2-1: The protocol of interviews and focus groups

UNIVERSITY of BRADFORD
Faculty of Management & Law

INTERVIEW PROTOCOL

Interview Language: English

Location: Colleges of Technology (Oman)

Participants: Colleges' Deans, Head of Academic Departments (HoDs), the teachers, and the students.

Introduction and overview

- Introduction about the research topic, objectives, and why interviewing (warming up questions for 5 min chat to break the ice).
- Consent form (participant must read, raise questions when needed and sign it if agree to take part in this research).
- Permission for audio record the interview (acknowledged in consent form).

Prospective interviews questions

1. Interviews with Colleges' Deans:

- Please can you tell me about the main responsibility and duties of the college's dean/associate dean?
- How is the college's plans built up and achieved?
- What is the impact of multinational employees on the college performance?
- Can you please describe how you can run the multicultural context of the college?
- Can you please tell me about the relationship between you as the college dean and the other employees and the students in the college?
- How is the role of HoDs in your college complementing your role to achieve the colleges' goals?
- How is the leadership at the level of college dean varying from the leadership at the other levels in the college?
- How is the employees encouraged to be more creative at their task in the college?
- How can the various needs of academic staff and the students be fulfilled in the college?
- How can good employees and students be rewarded and encouraged in the college?

Appendix 2-2: The protocol of interviews and focus groups

- How is the task work errors of employees are administrated in the college?
- Do you face any challenges at the college? Can you please tell about them?
- How do you sort them out?

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2. Interviews with Colleges' HoDs:

- Please could you tell me about your main responsibility as the head of department?
- How is your role as HoDs complementing with the role of college's dean to achieve your common goals?
- How is your departmental plans built up and achieved?

- My research is about effective leadership, how can a leader be more effective in HEIs and at departmental level?
- Can you please describe how you can control the multicultural context in your department?
- What is the role of your staff members in improving the performance of your department?

- How can you describe your relationship with your followers of the teachers and the students?
- How can the various needs of academic staff and the students be fulfilled in the college and in your department?
- How employees and students are recognised and encouraged in the college and in this department particularly?
- How the task mistakes and deviations of employees are administrated in the college and in this department?
- What sort of challenges do you face at your department?
- How do you sort them out?

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3. Interviews with teaching staff:

- Can you tell me about your main responsibility in the college?
- Can you please tell me about your relationship with your Dean and the HoD?
- Can you please tell about the approaches that used to benefit from your experience?
- How is the college interact with your performance in your task?
- How can you convey your views and ideas to your leaders?
- How do you deal with your task issues in the college?

Appendix 2-3: The protocol of interviews and focus groups

4- The questions of 'Focus groups'

- Can you please tell me briefly about your college, modules and learning facilities in the college?
- From your perspective as students, can you describe the relationship between you and the different levels of college leadership?
- How your voice is conveyed to your Dean and HoD?
- How is your needs fulfilled in the college?
- Do you face any difficulties in the college? What are they?
- How are the students' issues sorted out in the college?

Appendix 3: Consent form

Consent form

I, the undersigned, confirm that (please tick box as appropriate):

		Yes	No
1.	I have participated in similar studies during the last months of this academic year		
2..	I have read and understood the information about the project, as provided in the Information Sheet dated _____.		
3.	I have been given the opportunity to ask questions about this project and my participation.		
4.	I voluntarily agree to participate in this project.		
5.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.		
6.	The procedures regarding confidentiality have been clearly explained (e.g. use of names,anonymity of data, etc.) to me.		
7.	I agree to the interview / focus group / being audio recorded.		
8.	The use of the data in this research and publications has been explained to me.		
9.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.		
10.	I understand what I have said or written as part of this study will be used in reports, publications and other research outputs.		
1.	I, along with the Researcher, agree to sign and date this informed consent form.		

Participant: Signature Date

_____

Researcher:
Darwish Alkalbani _____

Appendix 4: The duties of the Deans (The Bylaws)

Article 9

Each college will have a Dean, who is a teaching staff member. He/she will be managing the academic, administrative and financial affairs of the college in a way that ensures the smooth running of the college, according to the Bylaws. He/she will have the following responsibilities:

1. Supervising the implementation of the academic and training plans, and working towards accomplishing them within the time framework.
2. Coordinating college activities with the local community institutions.
4. Specifying college needs for teaching and technical staff, recommending their appointments after the approval of the College Council, and working towards complementing college needs for constructions, equipment, facilities, books, etc.
5. Issuing internal decisions necessary for the smooth running of the college.
6. Monitoring the academic programs, examinations and discipline in collaboration with the concerned assistant deans and the heads of centres and departments.
7. Preparing a comprehensive progress report each semester on the programs and performance, in addition to an annual report on the educational affairs and college activities to be submitted to the Director General, after reviewing it with the College Council.
8. Chairing the College Council, organizing its work, inviting to its meetings, ensuring the implementation of its decisions and reporting the minutes of meetings to the Director General, within a week from their issuance.
9. Supervising the implementation of quality assurance measures in the college.
10. Preparing the college annual budget, and submitting it to the Director General, after presenting it to the College Council.
11. Submitting an annual developmental action plan on college projects to the Director General.
12. Assessing the performance of the assistant deans and the heads of centres, as well as technicians and administrators under his/her direct supervision.
13. Endorsing staff appraisal forms prepared by the heads of centres and departments on college personnel, recommending their promotion, renewal or termination of their service contracts, in consultation with the concerned assistant deans, the heads of centres and departments.
14. Safeguarding college property.
15. Carrying out any other duties assigned by the Director General.

Appendix 5: The duties of the HoDs (The Bylaws)

Article 22

Heads of Academic Departments

Each of the academic departments will have a head who is a member of the teaching staff. He/she will be appointed upon a nomination by the College Council, and will have the following responsibilities and authority:

1. Supervising the setting up and assessment of the department's delivery plans and programs in cooperation with the different sections, specifying the obstacles that hinder their implementation and suggesting means of overcoming these obstacles.
2. Supervising the department, following up the performance of the teaching and technical support staff, suggesting means of developing procedures, and assessing the performance of students, **in** cooperation with the heads of sections.
3. Implementing quality assurance measures in the academic programs.
4. Proposing plans for academic research and the annual activities of the department.
5. Following up students' academic counselling.
6. Suggesting criteria and specifications for the department's examinations.
7. Identifying the department's needs for teaching and technical Support staff, equipment and materials. Supervising the setting up of their specifications in cooperation with the heads of sections.
8. Providing the Dean with the minutes of the Departmental Council meetings.
9. Ensuring the implementation of health and safety measures in laboratories and workshops.
10. Evaluating staff and heads of sections performance and forwarding the appraisal forms to the Assistant Dean for Academic Affairs.
11. Carrying out any other tasks assigned by the Assistant Dean for Academic Affairs.

Appendix 6: Quality Assurance Unit (The Bylaws)

Article 93

The colleges are subject to the Technological Education Quality Assurance System to assure the compliance of the qualifications awarded by the colleges with the set standards. This system is issued by a ministerial decision.

Article 94

A technical committee chaired by the Director General, and the membership of the college Deans will be formed by the Undersecretary. Its duties will be verifying the colleges' abidance by implementing the standards of quality assurance in accordance with the set criteria, and suggesting amendments on the quality assurance system in a way that enables the educational process in the colleges to keep pace with the technological changes and developments.

Each Dean will set up a committee, chaired by him/her or the Assistant Dean for Academic Affairs, to verify the implementation of the standards of quality assurance.

Appendix 7: Teaching Load (The Bylaws)

Article 47 1. The weekly teaching load for the members of teaching staff and trainers will be as follows:

Position	Teaching Load
• Dean	3
• Assistant Dean for Academic Affairs	3 - 6
• Assistant Dean for Student Affairs	3 - 6
• Assistant Dean for Administrative and Financial Affairs	3 - 6
• Head of the Educational Technology Center	3 - 6
• Head of the English Language Center	6 - 12
• Head of Academic Department	6 - 12
• Head of Academic Section	6 - 12
• Lecturer and Senior Assistant Lecturer	18
• Assistant Lecturer	18
• First, Second and Third Trainers	18

2. Whenever necessary, the College Council is authorized to increase the teaching load, as long as it does not exceed the upper limit, which is 18hours.

Appendix 8: General duties of teaching staff (The Bylaws)

Article 92

In addition to their duties stipulated in the Civil Service Law its executive regulations and these bylaws, the teaching and the technical support staff will conform to the following:

1. Respecting Islamic Laws regarding conduct inside and outside the colleges.
2. Carrying out the duties of teaching and student counselling to the Best of their abilities.
3. Carrying out the tasks of the academic advisor, including assisting the student in specifying the objectives of his/her study program, and providing the information needed for various academic activities, as well as supervising student research and practical training.
4. Carrying out their duties regularly and meeting the deadlines in a way that facilitates interaction with students.
5. Contributing to college committees, academic and administrative affairs.
6. Contributing to the development of the community.
7. Working towards boosting academic spirit among students.
8. Conducting and publishing research and studies in scientific periodicals or journals.

Appendix 9: The duties of teaching staff

Article 25

Each teaching staff, (lecturer, senior assistant lecturer and assistant lecturer), laboratory, and workshop technician will have the following duties and tasks:

A. Lecturer and Senior Assistant Lecturer:

The duties and tasks of the lecturer and senior assistant lecturer are:

1. Teaching the assigned courses, preparing related material and keeping a file for each course.
2. Supervising and counselling students on theoretical and practical activities.
3. Keeping records of the students' results, activities and attendance.
4. Writing exam papers and quizzes, conducting examinations, carrying out the necessary assessment and reviewing results in compliance with the bylaws and the prevailing college regulations and instructions.
5. Offering academic counselling and career advice to students.
6. Supervising the on-the-job training of the students, providing assistance to the supervisors of industrial sector in charge of the college students during their training, and presenting reports on the students' progress to the concerned heads.
7. Presenting a report for every semester's activities and suggesting development to the concerned heads.
8. Carrying out any other tasks assigned by the concerned heads of centre, department or section.

B. Assistant Lecturer

The duties and tasks of the Assistant Lecturer will be as follows:

a. Preparing course materials under the supervision of a lecturer.
b. Carrying out some of the educational activities.
c. Keeping records of the students' results, activities and attendance.
d. Keeping a record of each course, he/she participates in (homework, tests, and notes).
e. Assisting in preparing and conducting examinations and preparing
Student counseling forms.
f. Getting acquainted with techniques of delivering lectures and lessons.
g. Offering assistance to low achievers.

Appendix 10: Appreciating students' work (IT Magazine)

IT STUDENTS BA in the Security and Networking

Troubleshooting Competition

Ibrahim Mohammed Ibrahim Al-Nofali and Shabeeb Salim Mohammed AlSaeedi, *Bachelor in networking students*, won second place in the Security and Network Troubleshooting Competition held as a part of the Intercollegiate Students Competition (ISC) 2014 hosted by the Sohar College of Applied Sciences on May 5, 2014. The students competed against 18 teams from Colleges of Technology and Colleges of Applied Sciences in Oman. The said competition, which aimed to test the problem solving skills of the competing teams in addressing network and security issues and concerns within a restricted time frame, served as an avenue for our students to put into practice and test the efficacy of their knowledge and skills in computer networks and IT security fields.

Mr. Bernard Agbuya, Program Coordinator for Networking, and **Mr. Saad Abdul Malik Qureshi,** ETC Technician, mentored the winning team.

Shabeeb Al-Saeedi and Ibrahim Al-Nofali said that their experience in the competition not only increased their confidence level but also added to their practical knowledge. They said that being a winner in a competition gives them the greater responsibility to continuously improve and nurture their technical skills in Networking and to persevere and pursue their studies with greater ardor as there were still a lot of things to learn. They also mentioned that they have enrolled in the Computer Hardware and Networking training-workshop offered by Educational Technology Center.

Ibrahim and Shabeeb conveyed their sincerest thanks to all their mentors in the IT department who always encourage and motivate them to come out with their best.

Appendix 11: A student article in IT magazine

Everyone should be ambitious enough to set a goal in life and strive to achieve it. Surely, there will be several challenges and obstacles that will have to be faced and overcome in one's efforts to achieve one's dream when faced with a challenge one need stop a use for a while and decide whether to stop striving and become a loser or to battle it out with a will and determination to overcome the obstacles and difficulties until the target is achieved.

As we all know, formal learning begins at school. When I was in Roll, I made it a point to work hard so that my family would feel proud **and** confident in the thought that I would be a success. My father always encouraged me and hoped that I would become a teacher after I graduated from school. Unfortunately, he died before I finished my schooling. He was really a great father. He was always with me and wished only the best form. Despite my great loss, I am thankful to the Almighty God for my mother who has proven to be as supportive as my father was and for being a rock I can always lean on.

After I finished my secondary school, I waited eagerly for my grade which would be an indicator of how far.my hard work had borne fruit. As was my father's wish, I still hoped to be an English teacher. But then, realization dawned on me that my God will choose the best for me. Certainly, my God chose X College of Technology to be the place where I should complete my studies. I joined X College for one of the best specializations available: Information Technology. After joining X College I decided once again to work hard and do whatever was necessary to make me a really good student. I always try to expand the horizons of my knowledge by using various resources such as the Internet, journals and books. I do not depend only on the teacher for everything. Today, 1 feel that I have overcome the first hurdle and am on my way to achieve my big dream.

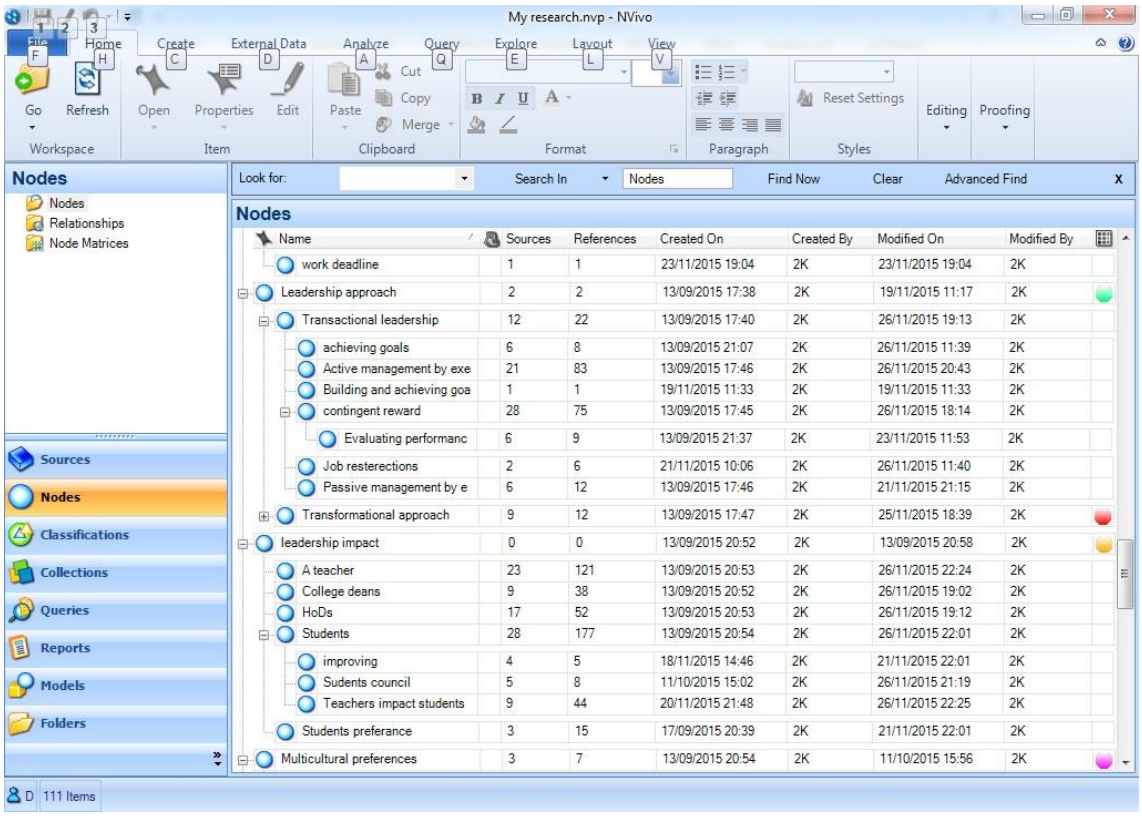
I thank my God for everything. I also thank my teachers who are always there as support and guide. My special thanks to each and every one in the IT department for everything, and above all to the HOD and HOSs. Finally, do not forget these sayings:

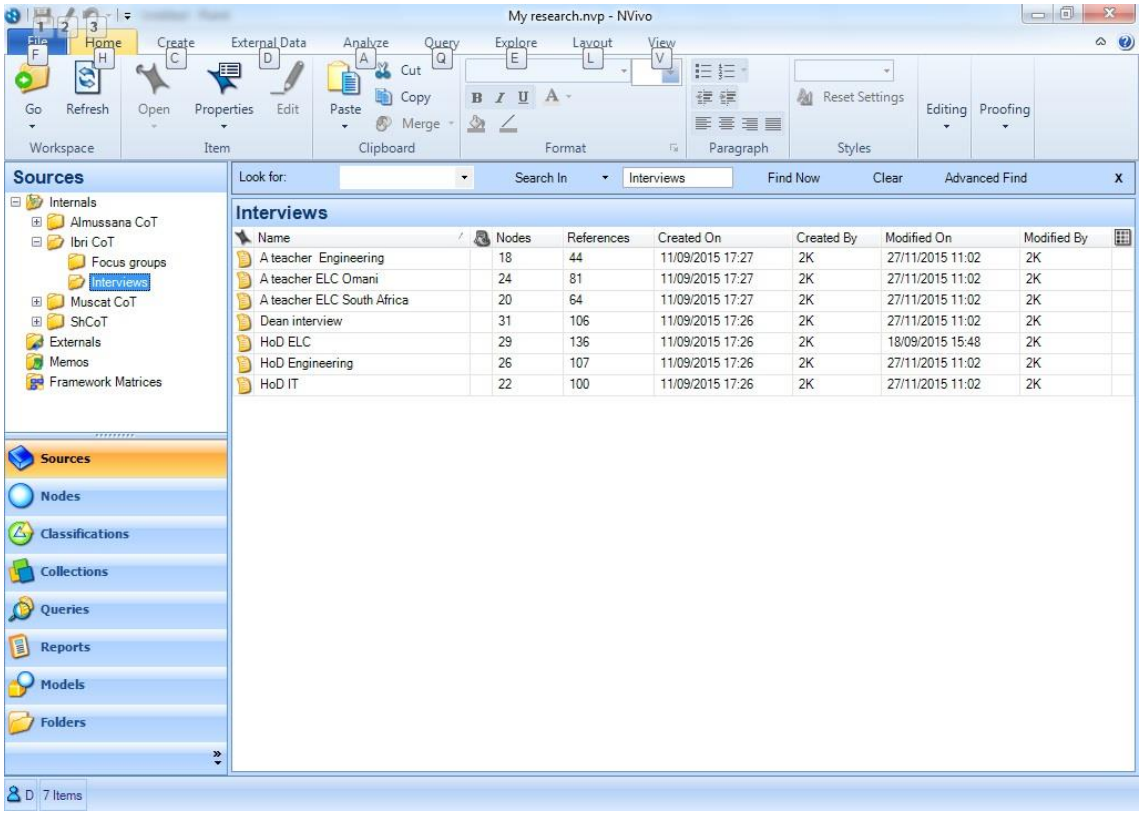
1. Successful people keep moving, they make mistakes, but they do not quit....

2. A quitter never wins, a winner never quits.

With regards: **S. AL MAQBALI**

Appendix 12: Sample coding using Nvivo 10





Appendix 13: competencies for effective leadership in HEIs (Spendlove, 2007, p.415)

Attitude What good leaders are	Knowledge what good leaders know	Behaviour What good leaders do
Self- aware Flexible Open Honest Discrete Visible, outgoing Willing to be wrong/accept advice/support Sensitive to the views of others	Knowledge of University life. Understanding how the university system works. Understand academic processes.	Work to maintain academic credibility/respect. Act as role models. Think broadly/strategically. Engage with people. Listen to others. Consult with others. Negotiate. Communicate clearly. Delegate. Motivate others. Act as mentors. Build teams.

Appendix 14: leadership competencies in HEIs (McDaniel, 2002, p. 83-86)

Context	Content	Process	Communication
-Aware of academic issues. -Understanding of trends and dimensions and complexity of academic institutions. -Use academic knowledge to make decisions. -Building external and internal relationship with stakeholders, colleagues and media.	-Leaders should be knowledgeable about academics, students' affairs, technology and legal issues. -Knowledgeable about strategic planning and relating it to vision and mission of organisation. -Knowledgeable in distributing resources in institution.	-Understanding leadership behaviours and processes. -Have a good sense of humour. -Unselfish. -Possess integrity and core values. -Negotiation skills. -Supportive. -Encouraging followers to learn and train. -Creativity, flexibility. -Risk taking.	-Verbal communication. -Nonverbal communications-listening skill and analytical thinking. -Written communications-letters, emails and memos.